DOCUMENT RESUME

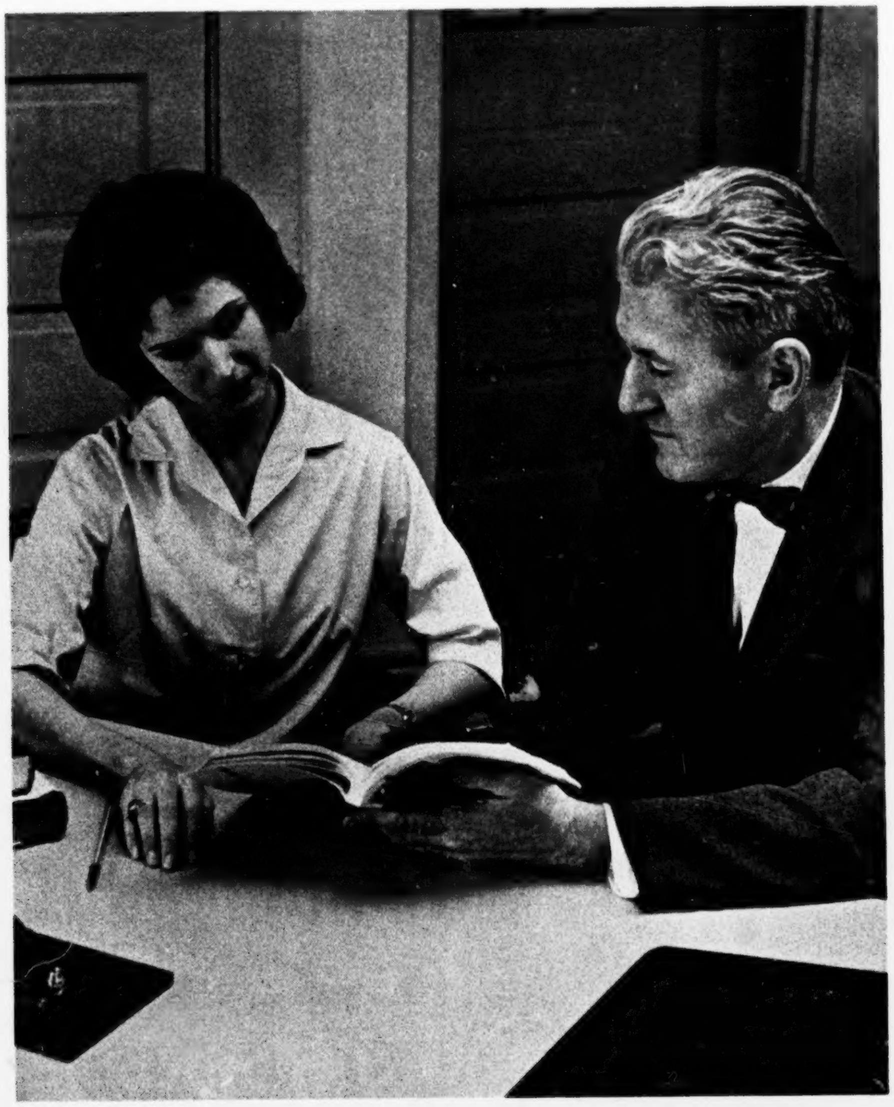
ED 028 482 CG 003 746

By-Thompson, Clarence H., Ed.
A Report of the Center for Continuing Education, Drake University.
Drake Univ., Des Moines, Iowa.
Pub Date Apr 68
Note-80p.; Proceedings of a Workshop for Counselors and Guidance Workers on Occupational Opportunities in Iowa, Des Moines, Iowa, April 1968.
EDRS Price MF-$0.50 HC-$4.10
Descriptors-*Counseling Effectiveness, Counseling Theories, *Counselor Role, Labor Supply, Manpower Development, Manpower Needs, Occupational Choice, *Occupational Guidance, *Vocational Counseling, *Vocational Development, Workshops

With assistance from Title I of the Higher Education Act, a two-day workshop for counselors in Iowa was sponsored by the Center for Continuing Education at Drake University. Proceedings of the workshop, reported in this publication, include four interlocking dimensions: (1) the counselor's role in vocational decision making, (2) the counselor's role in manpower, (3) man in a world of work, and (4) a dialogue between counselors and employers. (Author/KP)

ED028482

PROCEEDINGS OF A WORKSHOP
FOR
COUNSELORS AND GUIDANCE WORKERS
ON
OCCUPATIONAL OPPORTUNITIES IN IOWA



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REPORT OF THE CENTER FOR CONTINUING EDUCATION
DRAKE UNIVERSITY

Clarence H. Thompson, Editor

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A REPORT OF THE CENTER FOR CONTINUING EDUCATION

DRAKE UNIVERSITY

Clarence H. Thompson, Editor

FOREWORD

"Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in the occupation." This definition was formulated by the National Vocational Guidance Association. It was a happy coincidence that a workshop dealing with this subject was scheduled during the National Vocational Guidance Week, and that one of the major speakers should be the President of the National Vocational Guidance Association. Vocational guidance services in the secondary schools have to do with furnishing occupational information, economic trends, and a knowledge of requirements for entering various fields of employment.

Drake University submitted a proposal for a community services project which was entitled, "A Workshop for Counselors and Guidance Workers on Occupational Opportunities in Iowa." With financial assistance from Title I of the Higher Education Act of 1965, this two day program was conducted at the Hotel Kirkwood in Des Moines, Iowa on Friday and Saturday, October 27 and 28, 1967 by the Center for Continuing Education. This publication is a report of the proceedings of the Workshop.

In the development of the program four interlocking dimensions were included: 1) The Counselor's Role in Vocational Decision Making, 2) The Counselor's Role in Manpower, 3) Man in a World of Work, and 4) a dialogue between counselors and employers. For the first we invited Dr. Henry L. Isaksen, past President of the American School Counselor's Association. For the second we obtained Roland G. Ross, Deputy Associate Director of Office of Manpower Planning, Evaluation and Research, Department of Labor. For the third, Dr. Henry Borow, President of National Vocational Guidance Association, was secured. The fourth dimension was accomplished throughout the conference in the panels, in the table groups and during the coffee breaks.

As Dean of the Center for Continuing Education, under whose auspices the Workshop was developed and conducted, the undersigned is indebted to many persons for the success of this important venture. To Dr. Stuart Tiedeman, Professor of Education and Head of Counselor Training, Drake University, as coordinator of the Workshop as well as participant and general consultant, my profound thanks. To Dr. Alfred Schwartz, Dean of the College of Education, to Dr. Howard Traxler and Dr. George Lair, both of the faculty of the College of Education, Drake University, my sincere appreciation for invaluable assistance and participation. To Dr. Henry L. Isaksen, Dr. Henry Borow, and Mr. Roland G. Ross for their willingness to take of their time and energies from very busy schedules to participate and to edit their respective talks for reproduction, I am extremely grateful. And to the many counselors and business executives who became so involved in the program as to insure a dialogue which contributed significantly to the success of the Workshop, my lasting gratitude.

Clarence H. Thompson, Dean
Center for Continuing Education

Drake University
April 1968

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"COUNSELOR'S ROLE IN VOCATIONAL DECISION MAKING"

Dr. Henry Isaksen
Professor of Education, Florida State University
Past President, American School Counselors Association

Maybe we can dispense with the stories and just go to work on the topic of the counselor's role in vocational decision making. I wonder, really, if we have a role in vocational decision making. We're talking now about our total profession, our counseling profession.

Is it true, do you suppose that many people don't make vocational decisions--they just find a job? Is it also true that many people who do make vocational decisions do so without even consulting us? Perhaps this is true of most people. And it is a little bit disappointing, I guess, to realize that after all, the world has gone on pretty successfully for many years without the help of counselors. We have been so few, we have been so widely scattered, and so overburdened with clerical work and administrative details, that actually, I think, we have not had an opportunity to make our major contribution as counselors. However, it is true that in many circumstances (and this is becoming more true every day) we have an opportunity to make a contribution in the vocational decision making process.

I am curious, however...the first question I'd like to raise is why is it we haven't had more of an impact? Why is it that more people have not come to us? Why is it, for example, in the public school setting, that the counselor is somebody students go to only when they have to, usually? Why is it that we have to call students in, instead of having them come to us on their own? Let me develop this point for a minute.

In my biased opinion it is mostly our fault. And I admit to biases just as Tommy admits to the biases he had when he first ran into me. I hope we sort of counteracted each other a little bit. (Incidentally, I was only a sergeant during the war, but when I became a professor and he became a student I had a heyday. This has happened quite a few times). The encounter, I think, was good. And I think this type of encounter is good for all of us. Frankly, I'm going to play the devil's advocate to try to stir up some questions about our role as counselors--not only in the decision making process, but in other aspects of our counseling profession. I think it is better to stir up an issue without settling it than to settle an issue without stirring it up. So if we don't answer all the questions that are raised here today, I won't worry too much about that.

I've been available and you've been available, as counselors, and still many people avoid coming to us for help. I wonder why this is. Do they distrust us? Have we not communicated to our clients well enough to enable them to develop some confidence in us? Don't they trust our skills? Don't they trust our professional competence? Or, perhaps, is it because there has been a misconception of our role? Maybe there has been a misconception of our role in our own minds, as well as in the minds of the people we're supposed to serve. I'm convinced that people will come to us for help with not only their vocational decisions, but with any concern that they may have, if they really understand who we are and what we can do to help them--and if we are, in fact, helpful to them when they come.

I feel that counseling is a unique kind of relationship, whatever brand of counseling we're talking about now, and it's most effective when it's established by the person who has a need for help rather than by the person who feels the need to help someone else. In other words, if they will come to us because they feel the need for our help, rather than coming to us because we have required it, in some way, then I think we're in a much better position to help them.

I've been working these last two years as a counselor in the University School where we have students all the way from kindergarten through grade twelve. I'm also at the University where I work with graduate students and adults who are working on masters and doctoral programs. So I've had a wide range of opportunities to test out some of my ideas about getting people to accept my help as a counselor. Let me illustrate by telling you about one experience I had at the University School. A fourth grade teacher came to me and said, "I have a couple of students I wish you'd talk to. I'm really concerned about them and I'm going to send them in." I said, "Well, that's fine. I'd be glad to talk to these students." Now these are fourth graders. Let's see, how old would they be, about ten?--ten or eleven. "But," I said, "don't you think if you send them in there'll be sort of a barrier right in the beginning? I mean, nobody likes to get sent to the office, even to see the counselor." And she said, "Well, what do you recommend? How can we do it?" I said, "Well, I'm not sure. I haven't worked much with children this age, but suppose you invited me into your class and let me just introduce myself to them, tell them something about who I am and what I might be able to do to help them. And let's just see if these two boys who in your opinion need my help will come in on their own. If they will, I think I'll be in a much better position to help them. If they fail to, we can still resort to sending them in and I'll do what I can to help them."

Well, she was sort of skeptical. She said, "I don't think these boys would ever come. I don't think they know that they have a problem. But I know it, believe me! I'm their teacher and I'd just like to send them in. But if you say so, you come on in and we'll introduce you and let you talk to them. But I'll bet you it won't work." I said, "Well, let's try it." She said, "How about inviting the other fourth grade class in too. We have two sections, or about 60 students. I know that Miss Reeves also has some students in her section she'd like to send to you. Maybe we could have them all come to the auditorium and you could take a few minutes and tell them all about your services. Then if they come in, fine. If not, then we'll send them in." I said, "Alright, let's try it." At the appointed time, there I stood in front of 60 giggly, squirming, noisy fourth-grade kids. The teachers were there to hold them down, one on each side, and the principal stepped into the back of the room just to make sure all went well.

I was supposed to introduce myself as a counselor to these fourth grade students. Well, I won't give you the speech I gave to them, but I tried to talk to them in such a way that they could understand me and I tried to tell them who I was and what I might be able to do to help them with concerns they might have. I carefully avoided the word "problems" and I avoided telling them that they would be sent to me. I put it up to them to examine themselves to see if there were concerns that they might like to discuss with somebody in confidence and privacy, without any fear that anyone else would be told about the conversation. I mentioned some of the kinds of concerns that kids their age might have: getting along well with their friends, parents who were too hard on them, getting along with their teachers. (Here were the teachers one on either side of me, and the principal in the back of the room). I suggested that they might like to come in and talk about any of these concerns. One kid raised his hand and said, "You mean we can come in and talk to you about the teacher if we want to?" and I said, "Yes." "And you won't tell her what we say?" I turned to one of the teachers and said, "Well, Miss Black, how would you feel about this?" "Well" she said, "I don't know. I guess I feel that if they have some feelings about me, I wish they'd come and talk to me. But I suppose if they don't feel they can do that, then it would be alright if they went in and talked to you." "Would you want me to tell you what they said?" "Well," she said, "of course if I did that, I know they wouldn't feel free to talk with you. "No," she said, "I guess it would be alright if they went in and talked to you about me, if they didn't feel they could talk to me. And it may be that this would be helpful to them." "How about you, Miss Reeves?" Well, she felt the same way. Unfortunately, the principal had to leave so when the question came to me, "May we also talk about the principal?" I couldn't ask him to respond, but I pointed out that I thought he would respond in very much the same way.

There were many other questions, but they got the point that sometimes they have concerns that just prevent them from being attentive and successful in school, or very happy about it, and that it may help just to have somebody to talk with about it--behind closed doors, with the assurance of confidentiality. They got the point. They discussed it with me. Incidentally, I didn't have a secretary then, so I told them that the way they could get an appointment with me was to write their name on a slip of paper and drop it in a little box that I had on the outer desk in the waiting room. I would then schedule an appointment for them by putting a note in their teacher's box. I said, "There's not going to be any secrecy about this; your teacher will know that you are coming to see me and she'll know where you are while you're out of the room." We had a deal, then, that they could talk with me about anything they wanted to, including the teachers, and that they wouldn't ask me or them what was said. By the end of the day, I had eight notes in the box. One of them was from one of the two boys about whom the teacher was concerned. When I showed this list of eight names to the two teachers, they said, "My word, we realize now that some of these other youngsters have concerns that are perhaps more serious than the ones we identified."

I talked with all eight of these youngsters. I spent a good deal of time with some; just one or two sessions with others. The impression of the teachers was that it was helpful to all of them. But there was still this one boy who hadn't referred himself. So I said to the teacher, after a few weeks, "Do you want to send him in now? Apparently he's not going to come on his own." She said, "No, I think it's best to wait. Maybe he'll get the idea." He didn't. The rest of the year went by and here was this one boy she still felt ought to be helped, but she didn't want to send him in. Do you know who was the first one to request an appointment the next year? That second boy. I worked with him all through the second year. And the teacher had the feeling that this was a much more effective way to help him than if she had just sent him in. As the word got around, there were other fourth graders who indicated that they wanted to come in and talk with me.

Now, this is quite a lengthy introduction to, or consideration of the question "Why is it that we haven't been more helpful to people? Why is it that more students have not come to us for help?" Of course, if you're an employment service counselor, it's kind of a different setting. If a person is down and out, if he doesn't have a job, he comes and registers with the employment service. The employment service counselor offers his services. This, I think is a bit different from the school situation. But the basic ingredient of a successful counseling relationship is the same, whereever you find it. I can illustrate it by using my two hands. I believe that there is a certain level of resistance that all of us have to getting help from anybody about anything. You know, we are proud people. We want to be self-sufficient. We want to be independent of other people's help. This is illustrated, for example, in the area of going to the doctor for medical help. I understand that one of your colleagues here stepped on a thorn, got an infection in his foot and waited two or three days before going to the doctor. By then it was pretty serious, therefore, he's not with us today. You know, I'm a coward when it comes to going to the doctor. I'd rather die than go to the doctor! My wife says, "I probably will!" My level of resistance is very, very high when it comes to going to seek the aid of a medical doctor and my need has to get pretty high before I'll go. I know some other people, mostly women, who have no resistance. They're always running to the doctor for this or that or the other thing. You know, they call these people hypochondriacs. (Have you heard about the epitaph on the hypochondrac's gravestone? "See, I told you I was sick!) My point is that we have to have a level of need that is higher than our level of resistance if we're going to get any help out of counseling.

Some people have a very high level of resistance to going to the counselor for any kind of help. Other people have a very low level of resistance and they pester the daylights out of us. They are in our offices all the time! Maybe they develop a dependency relationship. Their level of need doesn't have to be very high. But that's another problem. I'm more concerned here with how can we lower the level of resistance so that people who need the help of the counselor in vocational decision making, in resolving personal problems, etc., will come for help? How can we increase our batting average?

In the first place, I think that we have to do a better job of counseling the ones who come. Nothing succeeds like success, even in this area. Word soon gets around as to how successful we are in helping the people who do come. In the second place, I think we have to be a little bit more forward, if you will, in telling people about the kinds of services we can offer. I think we need a better orientation program, not only for the employment service, but for the school counselor, and for the counselor in every setting. I think we need to go out, as I did to those fourth-grade children, and tell them who we are and what we might be able to do to help them. In the third place, I think we have to be more honest with ourselves and with them about what we cannot do to help them. I think we have made some claims that were not well-founded. Therefore, people have become suspicious and they have come to distrust us. Now I don't want to paint a black picture, but I'm sure that this is a factor in many situations. I think, therefore, that we need first to look at ourselves as counselors, in whatever setting, and arrive at some conclusions regarding what we can do to help and then let our prospective clients know. Then, and only then, I think, can we expect to play any significant role in the vocational decision-making process.

Now, let's examine our role for a few minutes and honestly face up to some of the problems and see what we can do to increase our helpfulness.

I tried to find out from Dean Thompson just how sophisticated an audience this would be and he assured me that it was a very sophisticated audience, that all of you have your master's degrees and doctor's degrees in guidance, and most of you are experienced. Therefore, I'm a little bit uncertain whether or not I'm going to be striking the proper level here. I won't ask you to stand up if you don't fit that model. I assume that you all do to one degree or another. Therefore, we can talk as fellow counselors without too much reference to the elementary aspects of our profession.

But let me review with you, for my own benefit as well as yours, the various approaches to counseling that we might use with respect to vocational decision making. I might say that this is in a state of flux. There are new things being proposed every day, almost--studies to evaluate the effectiveness of different approaches, and so on. So much of what I say will be somewhat tentative, but I believe that if we look back on the history of our profession we can recognize certain basic approaches. There are many variations to these three or four approaches that I'll mention.

I suppose the one that is the most popular, and the one that is used by most counselors, is what might be referred to as the "trait factor approach" to counseling with respect to vocational decision making. I guess we really go back in most of our counseling efforts to the Parsonian model. Frank Parsons' model was based upon three aspects: man analysis, job analysis, and clear thinking to relate the two. Incidentally, if you haven't read Frank Parsons' book entitled _Choosing Your Vocation_ which was published in 1908 after his tragic death, you should read it. I think you'll be tickled (if I may use that word) at his concept of man analysis. I recall that he talked about observing the size and shape of the client's head. "If his head is developed largely behind the ears, with a thick neck and a receding forehead, he's the animal type and should be treated accordingly. But if his head is largely developed above and in front of the ears, with a clear, intelligent look on his face then he's the intellectual type and he should be treated accordingly." I remember his talking about the way a person shook hands when he came in. If it was a good, solid, firm handshake then he was the resolute, determined type of person and this should be taken into consideration in advising him on his vocational choice. But if, on the other hand, his handshake was weak and "fishy," right then would be the time for you to take the opportunity to teach him a lesson on resolution and firmness of character. Perhaps you could help this young man to overcome his weakness which was demonstrated by this flabby, "fishy" handshake.

Well, we've come a long way, haven't we? I'm sure that Parsons would be delighted with the G.A.T.B.. He didn't have anything like that in his day. I think he would be delighted with the D.O.T., especially the third edition. He might even like the first edition, as I did.

You know, there is real wisdom in this basic approach. Parsons, I think, was a very wise and visionary man. I think he saw into the future. I think he built upon some things that had been recognized, to be sure, in the past, but as I read the history of our profession, not much had been done about it up until Parsons started the Boston Vocation Guidance Bureau and gave impetus to our profession. Do you know that there was a counselor assigned to every school in Boston in 1909? That's not true now, but it was true in 1909. Not only that, there was a counselor education curriculum established at Boston University in 1909. There were lectures at Harvard and various other places in the few years immediately following the initial impact of Parsons' efforts to help young people choose vocations more wisely. I think he had a tremendous impact upon our profession. Now, I'm neglecting many others who also had tremendous impact. Some of you remember in history that after he died, others managed to keep this effort alive and I believe that it was in 1917 that Harvard took over and established a center for vocational guidance with John Marks Brewer as the director. For many years Brewer was one of the leading lights in our profession.

Well, this model then: analyze the person, analyze the job, and then put these two analyses together in a meaningful way through clear thinking, through counseling. This model still has much value. This approach has been very helpful in many, many cases, especially when the client was highly motivated, when he was quite rational in his approach to the decision making process, when he was confident in his ability to make a decision and when he was not beset by emotional problems related to the decision making process.

In our day this approach calls for a high level of skill and training, particularly in the use of analytical tools, the use of occupational information, and in the use of the counseling relationship to relate these two. One of the problems with this approach is that we have been focusing on the past rather than the future. We have tried to project into the future, but it's hard to keep up with what's going on. Even to keep our occupational information current is a gigantic task. To predict what might happen in the world of work is next to impossible. I can recall a flurry of counseling activity following World War II when we were training engineers by the thousands and they couldn't get jobs. They were going out as surveyors and draftsmen and we thought that this was a tremendous waste since you can train a surveyor or draftsman in a few months. A man doesn't need a college degree in engineering for that. So we started advising people, particularly those on the G. I. bill, not to go into engineering because it was overcrowded. The first edition of the Occupational Outlook Handbook was published about then and it pointed out with charts and carefully projected predictions that this field was tremendously overcrowded, that it was going to get more overcrowded and that young people should be helped to understand this and should be steered away from engineering to other fields. Remember what happened the next year? Just the year after that we were crying for engineers! We had completely miscalculated. Even the Department of Labor had miscalculated. It isn't often, but once in a while they make a mistake. Prediction is risky business. However, if we are going to be successful as counselors following this trait-factor approach, we have to be as accurate, as careful, and as highly skilled as we can be in the use of information, not only about the individuals, but also information about the world of work. Most of us, frankly, are not that well-trained; most of us aren't that efficient in organizing and using occupational information. I think there is a great new horizon that we are just beginning to see over: the use of data processing in the storage and retrieval of information about people and the world of work. If we are going to follow this approach, I think we need to do the best job we can of analyzing man and analyzing jobs and relating the two. With computers we can do it so much better than we can do it by hand. But how many of us know how to do this? How many of us know how to store and retrieve infromation about occupations and about people with the equipment that is already available? Frankly, I feel out-of-date. I don't know how you feel, but this is a new language to me and I haven't learned it. There are those in our profession who are working very hard trying to bring us up-to-date, but it's a real challenge to stay up with it,particularly in view of the very rapid change in hardware as well as its use.

Your role, then, as a counselor, if you're going to take this approach to counseling in vocational decision making, is that of an expert--a real expert--in the use of information about people and about jobs. You help the client analyze himself objectively; you help him understand the various alternatives available to him; you help him make decisions, take the next step on the basis of those decisions and follow through to a successful vocational adjustment. I don't think, frankly, that most of us are well enough trained to do the job that we know must be done. Neither do we have the time to do the job the way it ought to be done from this approach. But we're making progress. Thank goodness, we're making progress toward that goal.

The client-centered approach has been mentioned. You know, most of us are not very client-centered, really, when you come right down to it. I don't know what your initial reaction to the Rogerian client-centered model was, but mine was one of violent opposition. You know the model is roughly as follows: your concern is with the person, not the problem or the decision to be made. The emphasis is on a relationship, not on a scientific analysis. The emphasis is on the emotional, the feeling level, rather than on the objective, scientific level. And your objective, as a client-centered counselor, is in terms of helping the person "get through the fog" that beclouds his decision making process than it is to actually help him with the making of the decision. The assumption is that once he clears away this "fogginess," through counseling, then he can see clearly what the various alternatives are; he will realize what he needs in terms of information about himself and the world of work, and so on. Certainly the counselor will help him with this, but the focus is on the client and self-acceptance. This results in increased insight on the part of the client, a higher level of self-acceptance, self-sufficiency, and a greater congruence between what he sees himself to be and what he wants to be. Now, at that point, it may also involve the use of analytical tools and occupational information and referrals, etc., but only as the client recognizes the need for and requests it. You see, in that sense too, it's client-centered. The counselor is not seen as the expert who assumes the responsibility for solving all the problems related to this decision-making process. He is seen more as the expiditer, if you will, in terms of the client's own effort to solve these problems and to obtain the information he needs.

Now, when I first read the book by Carl Rogers, Counseling and Psychotherapy, particularly when I read the case of Herbert Brian, which is the last third of that book, I was a very enthusiastic young man, just out of a few years in the service. The war was over and I wanted to get to the business of teaching and counseling people. The professor who assigned this book as a part of our introductory class in guidance said, "Personally, I don't have much use for this new, non-directive approach, but look it over and see what you think about it." Well, I can remember my comment in the discussion the next day: "The counselor isn't worth his salt unless he can tell the client what to do and give him the direction he needs in making his decisions and moving ahead." I went out and taught school for a couple of years, then went back for my doctor's degree and signed up for a course in counseling. Dr. Pearson, the professor, raised a copy of Carl Rogers' book and said, "This will be our text." I thought, "Oh no, what a waste! I've read that and I want to learn something about counseling. I have no use for that!" Fortunately, at the same time I was a counselor half-time; in fact, my title was "vocational appraiser". Some of you older fellows will remember that title under the G.I. bill, if you once started on a course of study, you couldn't change it unless you had the recommendation of a vocational appraiser. So, I sort of held the whip in my hand with respect to G.I's who were taking ballroom dancing and photography and learning to fly airplanes. Then many of them decided that they really wanted to learn something that would help them to make a living. So they were coming back to school and going into education and engineering--something a little more solid, you know, than ballroom dancing. But they couldn't do it without my permission, since I was assigned as their vocational appraiser.

So I was facing, day by day, young men like myself who had come back to college with a seriousness of purpose that was unusual, really. There were hundreds, thousands of them. Our schedules were crowded; our appointment books were filled. We had one student after another who wanted to analyze himself and analyze these vocational objectives that were open to him and relate the two in a meaningful way. Well, I knew how. Really, I had studied--I had studied Williamson and some of the others and I could even give Rorschach Tests. I remember asking the supervisor from Denver who came over to meet with us on occasion, "Do you recommend that we use Rorschach Tests?" I was really proud of this new tool that I had acquired. You could really look down into the depths of the man's soul with the Rorschach. And he said, "Well, I wouldn't encourage it, but if you feel that you have to give a Rorschach, then, for heaven's sakes, don't score it. If you feel that you have to score it, then ignore the results!" Well, I didn't agree with that man at all; I thought he was much too skeptical and I really admired this Swede who was my professor in Rorschach. I was just having a heyday giving Rorschachs to my wife and everybody. I thought I was finding out some things about her and others that nobody else knew. So, I had the tools; I had the background; I was trained as a clinical psychologist and as a vocational appraiser and I had the people to work on. I had every opportunity to try this out. You know, I got more and more confused. I got more and more concerned about what I was doing. All the while, I was hearing this soft voice of Dr. Pearson in the background saying, "This client-centered approach is really quite effective. Try it. See what you can do about relating in a very meaningful, person-to-person way. Don't worry so much about the trappings, about the tools, about the tests. See what you can do about getting into a person's frame of reference--seeing the world the way he sees it. Have more confidence in his ability to make the decisions that have to be made and seek out the information that has to be on hand for him to make these decisions. Don't play God. Be careful." I heard this voice in the background. I went to class on Mondays, Wednesdays, and Fridays at three o'clock, but every day I faced these veterans. I had to fill out these long reports and I had to give them batteries of tests. The Veteran's Administration demanded that. You couldn't recommend a man for a particular vocational objective unless you had thoroughly tested him.

I guess the turning point was the day that a young man came into my little cubicle (we didn't even have doors on them). I was sitting there, eating a sandwich, reading a book (it wasn't Rogers--I had long since discarded that), preoccupied with my own interests. A young man appeared at my door and said, "Can I talk with you?" And I said, "Well, yes, come on in." I put down my sandwich and my book and he sat down. And he said, I'm a veteran and I'd like to talk to you about changing my course of study." I said, "Well, wait a minute. Have you gone through the routine of seeing your training officer and making an appointment for a reappraisal of your vocational objective and filled out the application for counseling?" "Gee, do I have to do all that?" And I said, "Well, yes, that's the procedure. I'd be glad to talk with you, but I can't really do anything to help you until you have made it official. That will only take a few days. We're booked up until the middle of next week, but why don't you see your training officer and then come back. Then we can really talk." "Okay." So, he got up and left. The next morning I picked up the paper and there was his picture-- "John McCool--veteran, accidentally shot while cleaning his rifle in the basement of his home." He wasn't accidentally shot! Immediately I realized how I missed the boat with

John McCool. I didn't really blame myself. You know, I could blame the Veterans' Administration. It was their red tape that caused me to do all this, but I knew right down in here that I'd missed the boat, that I had missed an opportunity to help somebody. I could see then,in retrospect, the signs of depression. And I could see how self-centered I had been, rather than client-centered. This fellow who was apparently in the depths of depression and suffering from real inner turmoil came in and wanted somebody to listen--and I was too busy! I was too concerned with routine. I was too concerned with red tape, the forms and the tests, and so on. Well, you know, Rogers began to make more sense to me after that experience and I guess I started trying to be a little bit more humanistic, if you will. I tried being a little bit more client-centered. I still had to give all these tests and I still worshipped them, almost--but I was beginning to wonder.

Oh, I had many experiences. You've had them. You've had them with your high school students or people who come into the counseling center, or wherever you work. I remember one, for example, who was a very successful guy. I envied him. He drove a new car, he had a beautiful new home, a very sweet family. He said, "You know, I have always wanted to teach people to enjoy the thrill of creating things with their hands. I have a special gift here, I guess." He showed me some of the things he had made, told me some of the experiences he had had. He said, "You know, I got out of high school, I was going to college and I was planning to take my degree in industrial arts, because I think that's where I can make the greatest contribution. Then came the war and I got into the Army and I was there for five years. They tested me and they found that I had a high level of manual dexterity and mechanical skill and they sent me to radiology technician school and I became an X-ray technician. As I went through the mustering-out process, the counselor told me that I'd have no trouble getting a job. He said I could take this brush-up course on the G.I. Bill and transfer my skills that I had learned in the Army to the civilian kinds of equipment that I'd be working with. I could very easily get myself a good job with Westinghouse or General Electric or one of the big companies that make X-ray machines and service them. So, I took his advice. I went to this brush-up school and right away I had offers from several companies and I went to work for Westinghouse.

And I'm making good money." He told me his salary, and I was really envious. "But I'm not happy. I just feel completely unfulfilled. I want to be a teacher. But you know, it's a big sacrifice. My wife would have to go to work. We'd have to sell our car and maybe even our house. I'm not used to living on the $120 per month that the G. I. bill pays. It would be tough, but I think it would be worth it." So we went through the whole procedure. I gave him the whole battery of tests and reinforced right down the line this vocational decision he was about to make. He was going to leave this business of being an X-ray technician and go into teaching. But he was worried about it because at that time in Utah teachers were making about $3,000 or $4,000 a year and he was already up into the six or seven thousand dollar category and that was big money in 1948. He was worried about this, and he wasn't quite sure whether he should deprive his family of the nice things of life to which they had become accustomed. Well, I went through the whole process with him and he worked this thing through. I thought I did a tremendous job with this fellow and he concluded that, by golly, he was going to make the sacrifice, that he was going to be a teacher. So we wrote it all up and sent in the recommendation. It came back approved and he was going to start the next fall. Well, where do you suppose he is today? He's selling Westinghouse X-ray machines and servicing them and I suspect his income is something like 30 or 40 thousand dollars a year. What happened? Where did I fail as a counselor? How come? Here's this unfulfilled person making good money and hating his job. We came to a decision, but there was something wrong. I concluded, after many such experiences, that I didn't know it all. I guess there was something wrong with this trait-factor approach. There might be something to this client-centered approach. In fact, I guess I became quite a convert, didn't I, Tommy? At least I looked like one when I got to Boston University in 1956. I don't know the answer to this, really.

Let's talk about a couple of other approaches. The need-reduction approach. The model here involves the analysis of the client's needs and a prediction, after careful study, of how well each alternative might be expected to meet these needs. This,too, is a very defensible, logical, reasonable way to approach vocational decision making. It actually involves elements of both the other two approaches because you do use analytical tools and you do use information about the world of work and you do use the kind of counseling relationship that Rogers advocates. The counselor's role in this approach depends pretty much on the case and it calls for a very high level of skill in all areas as well as good judgment in deciding what approach to use. Heavy emphasis is placed on the counselor's responsibility for teaching the client about various alternatives that are available to him and about himself, not only in an objective way, but in a way that really gets at his basic needs and the conflicts between them.

Another approach which is receiving much attention these days is the operant conditioning approach advocated by Krumboltz, Skinner, etc. The model goes something like this: the desired behavioral outcomes are determined and then a program of reinforcement is established, designed to bring about these desired behavioral outcomes. For example, the classic study by Krumboltz has to do with conditioning high school students to seek occupational information. It was really quite a simple model: the students were reinforced positively every time they mentioned or acted in ways that were considered to be in keeping with this desired behavioral output. In this particular case the students did not participate in the determination of the desirable goal. In other words, they were in a sense, manipulated. They were manipulated in a very positive, healthy direction, just by having the counselor say, "That's good. Yes. Try this," rather than saying, "I understand," and so on, as the client-centered counselor might do.

The role of the counselor, in this case, is that of a reinforcer. He's an operant conditioner rather than a counselor, in the sense that we've been talking about. This has great promise, I think. I have some reservations about calling it counseling. It seems to me that it's teaching, it is training, it is conditioning and I don't really consider this a revolution in counseling because I think those of us who are educators have known all along that we could do this. We haven't applied it, I guess, to the counseling situation. Krumboltz's point is that whether you like it or not, as a counselor, you are reinforcing certain kinds of behavior and diminishing other kinds of behavior just by the way you react with the client. So, say he and his followers, you had better be aware of this. You had better know what you're doing as a counselor when you say, "Oh, that's good," or "No, I wouldn't do it that way, if I were you."

Well, there are many others, most of them variations of these four. How helpful are they? In the first place, it is hard to say. The outcomes of counseling are hard to measure. I'm just going to say about this, that I think our subjective judgment is probably as good a basis for evaluation as anything else we have. And I think we have tended to distrust the cumulative wisdom of our profession. I think we have tended to feel that unless we can prove it in black and white that we can't really claim that we have been effective as counselors. Well, I feel differently about it. I feel that we can evaluate the success of various approaches to counseling on the basis of our subjective judgment. I don't really question, anymore, the meaning of the feelings I had when I picked up the paper and saw that young boy's picture. I think we have to pay attention to such feelings. I think we have to analyze them in terms of what they mean with respect to the outcome of our efforts.

Some of my conclusions, based on my subjective evaluation are these: In general, we've been too willing to accept a given approach without considering its weaknesses as well as its strengths. We ought to be less gullible. We ought to be more honest and more critical in our appraisal of tests, for example. I wish we had time to develop this point a little bit. I was talking a few minutes here with Mr. Reed about it. I feel that we have been sold a bill of goods. Nobody wants to be below average, or even average these day. That reminds me of the elementary school principal who got fired when the people in his community discovered that half the children in their school were below the school average! We have adopted a system that automatically relegates half of us to below average status and we don't like it. But we don't do anything about it. We keep going on, using standardized tests which tend to make objects of people, spending millions and millions of dollars on standardized tests that, to me are questionable right in the beginning. There must be a better way. We've been too gullible. I think we've been sold a bill of goods on standardized testing and even on information about occupations.

Again I return to the 1949 fiasco with respect to engineering. I am not blaming anybody. I just think we've been too gullible. I think we've been too gullible about counseling itself, on the basis of the so-called scientific approach...reality testing, etc., etc.. If you haven't read Barry and Wolf's "Epitaph for Vocational Guidance," you should, because they do a pretty good job of at least raising some questions about if not destroying some of the myths that we have used as a basis for our profession for lo, these many years.

My second point is that we have been too technique-oriented and too unconcerned and insensitive to the person--too much concerned about the problem, about the decision, about the objective data and too little concerned about the person.

And third, I think we've made some very unrealistic claims for our services--claiming to be, frequently, what we aren't, and claiming to be able to do, frequently, what we can't.

And fourth, we've been too anxious about our own professional status and too complacent about the real needs of our clients.

In conclusion, I think our greatest assets are, first of all, our humanistic selves, our relationships with people, and secondly, our professional counseling skills--not the gadgets, but the relationship skills we have developed. I think we can have a greater impact on vocational decision making if we use these assets professionally and honestly. Thank you.

COUNSELOR'S ROLE IN MANPOWER

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The United States is experiencing one of its strongest and longest economic expansions on record. Our present period of economic growth is now in an unprecedented seventh consecutive year. Despite some of our very conspicuous failures in extending the benefits of economic progress to the disadvantaged poor--failures which present serious challenges to our system of training and total education--we have succeeded in maintaining a pace of economic growth which has made it possible to increase steadily the well-being of our citizens while at the same time fulfilling our huge commitments abroad. Last year we had the largest annual increase in employment payrolls since World War II and unemployment dropped below and remained below the four per cent level. The manufacturing industries provided a strong source of new employment, adding one million jobs. This resumption of job expansion in manufacturing after years of little growth is especially important because of work opportunities it gives youth entering the labor force, so the many people who have been graduated from high school and those that are in training at the present time will have a better chance of getting production work rather than white collar work.

While realizing the recent importance of job growth in manufacturing we must also note that the service producing sector continues to contribute the major share of job expansion. In 1966 the service producing industries trade, finance, service and government added 1.8 million jobs, the largest increase in a single year in the whole post war period. Since 1947 the service sector has provided more than three-fourths of all new jobs in the non-farm economy.

I know that you do not have to be cautioned against self-satisfaction in viewing the proofs of our prosperity because we also have proofs in the slums of every major city and in the numberless, depressed rural areas that we are still far short of our goal. That poverty and wasted human resources remain as blights on our national life. We do have three million unemployed, together with almost two million additional who are on part-time involuntary and we have unmeasured numbers of the under-employed. The concentration of misfortune among the uneducated, the unskilled, among negroes and other minority groups makes the gap more apparent between the successful in our society and those who are neither participating nor benefiting from the gains of our society. This wastage of human resources threatens the continuation of our overall prosperous growth. It represents a direct challenge to those of us charged with the preparation of young citizens and their future working lives.

The plight of the disadvantaged, particularly the young, is too easily ignored, in the time of general affluence. These youth have been handicapped by a barren home environment. Their miserable primary schooling has failed even to transmit the fundamentals which enable them to learn, to learn skills giving them the dignity of a decent earning power, and they are forced to shift for themselves in a world in which the emphasis is increasingly given to skill and education. The problems of this group are too urgent for the educational system to disclaim responsibility for training these youth in an effort to gain prestige for the system and alter the image which some people are supposed to and do hold for vocational education as a dumping ground. The educational system is large enough and its mission is comprehensive enough for it to seek both sophistication in the skills for those who have none and to make possible the later acquisition of more complicated skills.

In a time of general affluence it is also sometimes easy to ignore the diverse problems of those who get the jobs, bad jobs, jobs without a future and often with very unsatisfactory present rewards because the demand for work must provide the basis for progress and change. The massive pace of scientific and technological change that is the most vital fact of our era, has resulted in shifts in industry, not only changing the occupational pattern of employment but also intensifying changes in occupational patterns within industry.

Our present prosperity in many ways gives the educational system a unique opportunity to upgrade the status of future workers, to bring their actual careers closer to their potential capabilities. It also makes it possible to accomplish the social objective of developing human resources while meeting economic needs. It makes it easier to accomplish changes in the structure and content of our system of vocational education so that it can contribute to the continuation of prosperity. We are looking at a dynamic situation which requires that our institutions and our labor force keep pace with changes and avoid the lags and shortfalls which can result in economic setbacks and new social problems.

Let me note some of the industrial and occupational changes which form the background of our current situation and of which you should be aware. I will then turn to some of the anticipated future changes.

The massive shift from agriculture to other economic activities has drastically changed the distribution of employment between goods producing and service producing industries. In 1947 the goods producing industries of manufacturing, mining and construction and agriculture provided jobs for just over half the employed working force--51%. By 1966 only forty percent, 27,000,000 workers were employed in goods producing industries, and the balance, 41,000,000 were in the service industries of trade, government, finance, insurance and real estate, transportation and public utilities, business, professional and personal services.

Post war declines of goods producing employment reflect the main and continuing decline in agricultural employment as well as a sharp decline in mining employment and a failure of manufacturing employment during most of the period to keep up with the total growth of the nation. Employment in contract construction rose substantially in this period despite considerable fluctuation. Manufacturing continued to be by far the largest industry in this group. The shifts in manufacturing employment in post war years, however, illustrate the need of constant reassessment by education and by all concerned to the changing trends of employment in the job market. Manufacturing jobs rose from 15½ million in 1947 to a peak of 17½ million in 1953, declined to less than 16 million by 1958 and showed relative stagnation during a period in which the economy as a whole was actually growing slowly. The continued high pace of economic activity during the few years has brought about a resurgence in manufacturing and employment. Manufacturing now has over 19 million jobs and we can expect the figure to continue to grow and rise as long as we can maintain our high rate of economic growth.

Underlying these dramatic changes in a pattern of industry employment, are major changes in technology in consumption patterns and in the general level of economic activity.

Dramatic advances in new and more efficient production and distribution techniques and equipment as well as new product and new services have resulted in a large part from the vast investment in scientific research and development. In a little more than a single decade, 1954 to 1965, the investment rose from 5.2 billion dollars to 20.5 billion dollars. Or stating it another way, from 1.4 percent of our gross national product to three percent.

The six year period of sustained growth in our gross national product has in itself been a profound effect on the character of employment and the job growth particularly in manufacturing. Far from declining further, because of the impact of spreading automation, manufacturing employment rose sharply in the past three years and between 1965 and 1966, it accounted for about one-third of the year to year gain in non-farm employment, a gain of about one million jobs in one year. The anticipated influx of young people in unprecedented numbers in the past few years about which many of us were so apprehensive, the beginning of the wave of grown-up members of the post-war baby boom into the labor force, has now provided us with a much needed boost in the manpower resources of the nation. We believe the resumption of employment growth in manufacturing is traceable to the length and the strength of the current economic expansion as well as to the availability of trained workers to meet the needs of industry. And this, in turn, has been no accident. The maintenance of job growth has been the avowed objective of active government policy exercised not only in the monetary and fiscal sphere but also in the broad variety of manpower programs.

The massive shifts in industry have greatly changed the occupational pattern of employment and there has been an intensification of changes in occupational patterns within industry as well. In manufacturing, for example, one in six workers was doing a non-production type of job in 1947. In 1966 one in four manufacturing workers was in a non-production job.

When we look at these changes in greater detail we find that within each of the major occupational groups the sharpest rises were in those occupations requiring the highest degree of education and skill.

The largest, get this word, the largest numerical increases and the sharpest rise in the percentage terms occurred in the professional and technical groups. Their numbers rose from 3.8 to 9.3 millions in the 1947 to 1966 period and increased from 6.6 to 12.6 percent of the total employment. Employment in clerical occupations, the largest field of employment for women expanded from 7.2 million to 11.8 million in this period and now makes up 16 percent of the employed total compared with 12.4 percent in 1947. Managerial and proprietary employment grew about the same rate as the labor force but this fact masks impprtant changes within that group. The numbers of proprietors of small businesses who typically have less education than salaried managers have grown rapidly, thanks to franchising. One estimate suggests that between 1958 and 1964 the latter group expanded at about twice the rate of workers in non-agricultural occupations.

Employment trends in blue collared jobs exhibited similar characteristics. The number of skilled workers rose from 7.8 to 9.6 million, a 24% gain compared with only 13 percent among operatives and kindred workers, that is the semi-skilled group. However, semi-skilled workers numbered at 13.9 millions are still far more numerous than workers in any other major occupational division. Even though the gain has been proportionately small they have increased by 1.4 millions in the past three years alone. The number of non-farm workers has also increased by less than five percent in the 1947-1966 period. Last year while employment was generally booming, there was an actual drop in the employment of laborers along with the decline in their unemployment suggesting that somewhere along the line there has been an upgrading taking place.

In the years 1947-66 service workers, except household, have been the second fastest growing group rising from three-fourths or rising about three-fourths during the period to number nearly ten million. In fact, our economy may now be typified as a service economy. We are the first nation in the history of the world in which more than half of the employed population is not involved in the production of tangible goods. Much of this growth of the service sector must be attributed to the sharp expansion in jobs requiring rising levels of education and considerable training. For example, practical nurses who are increasingly required to meet higher standards for licensing and are one of the fastest growing groups in this area.

What of the future? The technicians in the Department of Labor have recently taken a look at the shape of things to come. They have assumed that neither public opinion nor public officials will allow a recurrence of the slow growth in demand which was reflected in the extremely high levels of unemployment in the past. They have taken into account what experts have projected about progress in some of the dramatic technologies and considerable shifts in investment and consumer expenditure patterns in government programs and in other factors that will clearly affect the outcome. These have all been taken into consideration in their predictions. And they have taken as a basis for the projection and not as an endorsement or even a willingness to accept a level of unemployment of 3% in 1975. In general their projections tell us what to expect if the next decade is characterized by patterns of change essentially similar to those during the post-war period.

One of the most interesting techniques of projecting industry manpower requirements is based on the input-output model of economy, which can be used to show the impact on employment requirements in various industries of changes in the growth of one or more industries. The development of a new product or an increase in certain types of defense procurement for example can be traced through the economy and in their impact on the manpower requirements.

First let us examine the size of the work force that we may expect and the number of people likely to be employed. An interesting statistic for you, on November 20 at exactly 11:00 a.m. eastern standard time we will have 200,000,000 people in the United States. I'm sure you like that one. Roughly a third of those who will be in the work force in 1975 are now in school. And of course many who are now will be gone because of death, disability or retirement. Taking into account the social and economic changes underway now, the labor department has projected a rise of 16½ million in the labor force between 1964, that is the base year of these projections, and 1975. An annual increase of nearly one and a half million workers compared with an average of one and one tenth million between 1960 and 1965. The size of the work force is expected to reach 93.6 million by 1975.

Despite the adjustments to take into account the anticipated technological changes, shift in investment and consumer expenditure patterns, changes in interest in government programs and other factors, the industrial occupational trends during the next decade will be roughly similar to those we have just experienced the past decade. Farm employment is expected to go down about a million and other employment to go up about 19 million for a net gain of 18 million between 1964 and 1965. For non-farm goods producing industries, manufacturing, mining,construction, the increase in manpower requirements is projected to be about 17% somewhat faster growth than in 1947-64 period. For service producing industries growth also somewhat faster than in the earlier period is expected to be about 38% double the rate of the goods producing sector.

The effect of these industry employment trends will be to reinforce recent trends in the industrial composition of our economy. Government services will increase sharply as a percent of the total. Construction and trade will also increase their share. On the other hand, the share of agriculture and mining will decline sharply. The service sector will require nearly 2/3 of the work force, 64% compared with three out of five, 59% in 1964 and now. The fastest growing segment will be the state and local government employment which is expected to rise about 69%. You wonder where your taxes go? And the next largest in the service field is the miscellaneous group--accounting, advertising, repair and maintenance, industrial service, etc.--never-the-less manufacturing will continue to be the largest of all industry groups with close to 20 million workers in 1975. Differences in growth among the various industries and changes within the industries will result.

The number of service workers will increase by over one-third with the greatest increases in service jobs outside of the household occupations. Blue collar workers are expected to increase about one-sixth but among those in the skilled jobs, craftsmen, and foremen the increase will be about as fast as the average or 27%. Requirements for operatives will increase more slowly, about 15%. The number of farm workers will decline by about one-fifth.

All of these estimates of growth point to the areas where demand for trained workers is likely to be keenest. But growth in employment is not the only source of job opportunities. For some of the skilled occupations for example, the need to replace workers who die, retire or transfer to other lines of work is expected to account for the bulk of the career openings. The projected need for carpenters illustrates a point. Although employment requirements between now and 1975, about 160,000 career openings are expected because of the need of replacements of those lost to the trade due to death and retirement. Now this applies to most of your skilled trade occupations.

The replacement requirements depend, of course, in a considerable measure on the age distribution of the workers in the occupation. Skilled blue collar workers are on the average older than workers in the say, clerical occupations and so replacement requirements are greater in proportion in the total employment. Replacement needs depend also on the rate of turnover. Replacement requirements tend to be very high, among teachers for example. Replacement requirements typically are much greater than growth requirements and it is also appropriate to note that we are still far from the day when blue collar workers will be unnecessary despite all the hue and cry about cybernetics and automation; real life for millions of workers still consists of production and service jobs which have not disappeared and are not about to disappear in the near future.

The manpower picture is by no means simple. It will require knowledge, and planning to make good vocational preparation effective. We face a number of paradoxes. Rapid economic growth has increased the demand for skilled workers and has even resulted in some shortages in certain occupations in certain areas. At the same time large numbers of Americans are unemployed and not employed at the level with which they wish to work. Although the wave of the future will carry a work force into even more skilled jobs, there will still remain for the foreseeable future a strong and a high demand for unskilled and semiskilled workers. The point being that not enough thought is being given to the education and training of persons who fill these jobs both before and after they enter the labor force. Not enough thought is given to the preparation of careers for women who have become the mainstay of our economy. Not enough thought is being given to the education and training of young persons who will not remain in their communities after they finish their schooling.

Technological developments constantly create a call for the ability to adapt to new jobs and to new skills. Workers who make on the average, six job changes during 40 years of their working life must have a sufficiently broad preparation to be able to meet the changing job requirements.

Each one of the changes referred to above poses a challenge to educators in the preparation of the youngsters for the work.

Youngsters must be alerted to the kind of world they will face and the content of courses offered by educators must be in tune with the current reality.

In short, on the one hand we find an economy of rising employment, fast growing occupations on the upper end of the skill ladder, emerging labor shortages, new occupations, new skills, and on the other, persisting hard core unemployment, an increasing number of youth unprepared for skilled employment, a decrease of manpower availability of unskilled work, obsolescence of jobs. The challenge to policies are quite obvious. In striving to approach the goals of self-actualization for youth of our nation, for each individual, if we're asking and wanting for them, full employment, if we're asking for a maximum productivity in the economy, if we're asking for the development and appropriate utilization of the nation's manpower, then we have a difficult job ahead of us. There is no more sure guarantee of the social and mental health of individuals,of families and communities than (1) for each person to be educated to the maximum of his ability and desire (2) to be adjusted to the privileges and responsibilities of good citizenship (3) to be gainfully employed in a suitable and a satisfying work.

Related to the necessity of providing systems of education and training adequate and appropriate to the development of each individual is the responsibility of providing whatever services may be required to assist him in making the important decisions that will shape his life. This is the major mission of the counselor. For its effective fulfillment, appropriate use must be made of the tools, the techniques, the accumulated knowledge of the behavioral sciences.

The problems faced by those seeking or in need of counseling service are myriad and varied. They range from educational career choices for otherwise adjusted persons to the complex confusions that beset the disadvantaged, the disabled and the troubled. We are fittingly committed as a nation to the provision of encouragement and assistance to all persons who need help in overcoming such ills as under-education, unemployment and depressed social standards and habits. But to overcome such problems, self-determination on the part of the individual is necessary as well as the assistance on the part of society. Counseling services can help such individuals make those decisions that are needed to give worth and direction to their lives.

In this deliberate penetration of the shadows of our communities, members of our helping occupations face new problems in greater quantity and intensity than ever before. Most small obstacles are those of motivating the somewhat voluntary outcast and of finding better ways to assess the abilities and aptitudes of the educationally and socially disadvantaged. Great ills cannot be alleviated in a brief time. Time in a disciplinary effort and varied approach is required. The task of various helping occupations, and of the nation as a whole, is great; the number of trained and experienced professionals to assist with the task is very, very limited.

The continuing shortage of counselors, qualified counselors, I'm talking about, has been intensified by legislation such as the Manpower Development & Training Act of which I am a part, and the Economic Opportunity Act has led to the competition for available supply of counselors and to the development of pseudo training programs for the solution of the shortage of counselors for some of these programs. Stanley Ruttenberg, who is my boss, Assistant Secretary of Labor and Manpower Administrator, commented "It is vitally essential that we make the maximum use of our human resources in order to prevent under-utilization of abilities and skills. Therefore we should make a determination now as to how counseling services can be improved and made available to more potential workers and those already employed." He was speaking of employment service counselors. I think it applies to public school counselors as well.

The cybernetic spinoff has continued and will continue to make U. S. technology, or I should say remake U. S. technology. Demands for precision have produced mechanisms of such precision that standards of ten years ago seem and are primitive and gross. Progress in miniaturization is more unbelievable than fairy tales of bygone decades. Electronic developments have enabled the electrical and communication scientists and industry in general to make the tiny workable miracles of our present. Computer advances of today came largely out of the impetus of Sputnik's demand of our technological scientists.

It is now possible for example, to drill a hole one-tenth the diameter of a hair accurately. Well, what's so wonderful about that? The uses of this new skill are multiple. It is a part of the breakthrough in energy transmission systems that are already as exciting as space itself. Electrical energy is, as we have but recently learned, the most efficient, rapid, wealth distributing system presently known to man.

Technological improvements already provides ways to step up transmission voltage at here-to-fore unanticipated heights. The industry already is venturing into a new era of UHV, Ultra High Voltage. Installations are underway which, it is believed, so increase the use of electrical energy that cost will come down and profits will go up. This might remove much of the poverty in that it would ultimately stimulate industry and new uses presently unimagined.

It is now believed that research and progress soon will provide a breakthrough to eliminate wires from transmission of electrical energy and send it by radio or direct it along light or lazer beams.

Sure, we have to invent our future with all the boldness as citizens that we have as scientists.

The present situation however, is that, the limiting factor is not the availability of opportunities so much as it is the inadequate matching of opportunities and the people who need them.

What kind of a person is required in today's world? I have not come here tonight to massage anyone's ego or to say any of the comfortable and complacent things expected. Many of us already know but I think it is my duty to tell you as forcibly as I can that schools are not succeeding in turning out the kind of citizens we need. To go further, schools just receiving more money, more equipment, more buildings, more books, as desperately and urgently as they are needed, will not do the trick either. We cannot permit ourselves to enjoy the peculiarly American delusion that money can buy anything or everything.

What kind of a person, what kind of a leader are we talking about?

I wonder if you would think with me tonight about the people you know whom you consider great contributors, indeed great leaders, in this rapidly changing world. The man who has seemed to achieve his human potential, who symbolizes man at his best.

How are they different from the rest of us?

Is it just grades in college or the college itself? Of course not, we all know students from the same college with the same social and cultural pedigree and the same courses, the same grades. One is a leader, an innovator, a beautifully functioning human being, the other doesn't make it in today's hectic world. Why?

As you think about the differences do you find with me that often the differences are in the area of human and personal characteristics of attitude, of appetites, of styles of attack.

Apparently knowledge, however important, is simply not enough. It is far easier to get people to absorb new knowledge than it is to get them to alter their conclusions. Most of us have the incredible talent for processing new facts in such a way that our prior conclusions remain intact. Particularly with modern educational technology, I think we will far more easily solve the problem of transmitting to students the vast information explosion than we will the crucial human styles needed.

The kind of person I'm talking about is a kind of person who has an appetite for change. Increasingly the really successful leaders that I see and read about have a real appetite for the future. They welcome it. They embrace it.

They've learned how to learn. In a short time they grasp the essentials of the situation. They create new solutions to new problems and with gusto. Others equally intelligent and educated don't do it as well. They react defensively. It can't be done, it's cloud nine, it won't work, and they act historically. They react historically. We've always done it this way. Can appetite and style for innovation be taught in schools? Can it be stimulated or simulated? I think so. I certainly hope so. It apparently is one of the very important things that remains after we have forgotten almost what we learned at school.

The kind of person who senses an emerging environment may lapse into the parlance of the psychedelic. You can't help but be "turned on." My wife and I visited some of the hangouts of the hippie psychedelic in Georgetown. The music blaring at you about three decibels louder than you would have thought your ears could take, colors, sights, sounds, sensations that defy description. It isn't hard for an old timer of forty to see why sociologists are saying that never before in the history of mankind has one generation so totally rejected or veered away from another.

What are these young people looking for? What are they really saying to us?

In my own desperation to understand I found myself unusually attracted to a course being taught in Berkeley. It's called "What's Happening Baby?" It is a sincere effort to link the two generations by teaching the older generation what the younger generation is up to. We need more of it.

I guess that this frantic quality that some of our young people exhibit simply reflects the fact that there is so much, so incredibly much happening. In fact much of their environment is information.

Marshall D. McLuhan tells us that we are prisoners of a kind of invisible environment, the outlines of which we cannot see until we move into a newer environment. The McLuhanism that captures the concept best for me is a simple one. He says, "I don't know who discovered water but I'm quite sure it wasn't the fish." This new breed of person we need cannot be a prisoner of his environment for he must shape the new environment. The businessman, the school superintendent, the legislator, can easily be isolated within his own occupation. He lives in his own way in his own ivory tower more remote from realities than most academic people. Part of the shift we need from the specialist to the generalist is getting our leaders and citizens, as this conference is attempting to do, to cross-pollinate, as it were, cross-pollinate with the cultural community, with the academic community, with the non-suburban community, the young community, the scientific community, in fact the world community.

Here time is our enemy. More and more of our working time is spent in monumental trivialities which bear only the dimmest relationship to what we are, work we are bing paid to do. By the time we extricate ourselves from all of these irrelevancies, and get down to the business at hand, we are commonly too tired to cross-pollinate.

Let us assume that our students do sense the outside, the economic world. But what if he is familiar with all of this outside world but a stranger to his own feelings, uncomfortable with his inner self, uncommunicative with his fellow man.

I don't know whether there is a kind of perverse or inverse law or what; but as technology and organization moves us closer and closer into physical proximity we seem to become more and more emotionally distant.

In short, can a person be humanized--can a person not humanized be said to be educated? You as counselors can help our society to create the kinds of people who are good environmental sensors, good human sensors, good cross-pollinators, good listeners, aware, aware of people. Clearly, there are not enough counselors or enough professionals to educate students to their own and other's humanity. But aren't there powerful new group dynamics, group dynamic techniques where students could help each other learn to "Know thyself" as well as others.

I think so, I certainly hope so.

At this point you may be saying, yes I agree and always have. The world needs and deserves a human being with some new styles, new appetites, new dimensions. For the world of the future, and the very near future, will call for such traits as originality, boldness and flexibility whereas I wonder if many of our schools don't unconsciously, specifically our colleges, don't unconsciously encourage conformity, timidity, and rigidity. Often what the school wants out of the student is the answer forgetting that the right answer is also a trite answer.

I can't help throwing it in here--the sixth grade teacher who scolded her sixth grade student for bringing in a tenth grade worm. For in a real sense the young people of today are going to have to be pioneers again. Not pioneers as our ancestors were in the forest primeval--even heartier pioneers in the technological jungle where no one really knows what tomorrow will bring, where developments are so rapid and changes are so cataclysmic that only the sharpest and most sensitive will survive and flourish. To these problems there are no answers in the back of the book. The only answers will come from the back of your head. There well may be some who will say that the development of this kind of person is appropriately the function of the family and or the culture and or the church and or and so forth. Still others might insist that the school should focus their energies on more formal education or more academic matters.

I would urge us not to worry about jurisdictional definitions or disputes. The task is so important that overlapping reinforcement will indeed be needed and extremely welcome. But if the school which is the one institution that has access to all children during their very formative years does not consider the development of this kind of a person a vital part of its charter in a new age then the school will not be utilizing what is probably the most single important channel for changes in our society.

May I pose these questions. Can education help give our new generation genuine self-confidence? Genuine courage? And at the same time teach them that they must themselves discover new truths? Can education through a better concept of teaching durable disciplines and transferable skills help create people who are equipped to shift comfortably from one challenge to another who can rationally manage one set of unpredictables after another? Can education help suppress the development of defense mechanisms? defense mechanisms which prevent most of us from seeing the world as it really exists. Can the educational environment, in fact, help provide the emotional security which enables one to recognize that life is indeed filled with risks and ambiguities in that the great human achievement is to deal with them creatively and joyfully rather than be blind to change or worse, fearful of change? Can education broaden its mission to include the development of the total human being, to help him achieve his total human potential, that full humanhood will require.

This new world will demand a new kind of person--a person with genuine flexibility and freedom--a person who thrives on sensing and solving problems as complex and subtle and new as the technological environment of tomorrow. In this new world rigidity may actually be a greater barrier to success than ignorance.

In short can we presume to describe precisely the specifications of the job which needs to be done by tomorrow's leaders. But precisely in our inability to describe the job, I think we accurately describe the kind of men and women we need. Thank you.

MAN IN A WORLD OF WORK

Dr. Henry Borow
Professor of Psychological Studies and Counselor Education
University of Minnesota
President of National Vocational Guidance Association

As Dean Thompson knows and some of you may know, there is a fortunate happenstance about the scheduling of this particular conference because it falls during National Vocational Guidance Week. This is the second annual observance of this occasion and I have already paid visits within the last week or so to Illinois, Massachusetts, Kentucky and Idaho. The night before last we had an observance in Minneapolis-St. Paul. Our national director of National Vocational Guidance Week is Mr. Earl Klein of the Department of Labor, a colleague of Mr. Roland Ross who spoke to you last night. We have been more than a little gratified at the enthusiastic show of interest that we have received from the schools, the public employment service agencies, the voluntary social agencies, from the press and the other mass media in many parts of the country. Those of you who are members of the American Personnel and Guidance Association and of the National Vocational Guidance Association in particular, will be hearing more about the impact that this occasion is having. I did want to tell you that it is NVGA's way of attempting to let the nation at large know that, despite what the prophets of doom have been saying, work has not yet gone out of style. I think there are probably many in this audience who would attest to the fact that they have not noticed any real slackening in the pace of their lives and I would join you in that.

When one looks at the labor force participation rates over the last half century it is interesting to observe that there has been virtually no change, in fact a slight increase in the percentage of Americans of labor force age who are actually at work. Of course, similar support for work as a durable human activity can be found by looking at the Bureau of Labor Statistics periodic reports on unemployment. Granted that there are many possible ways to compute unemployment rates and that the method used by BLS may result in some "lost statistics" and therefore a somewhat optimistic determination, it is nonetheless my judgment that the BLS figures are the most dependable available to us. These have hovered at about 4 or 4.5 per cent for some time and there is nothing to indicate that mass unemployment, because of the inroads of automation, for example, will become a serious matter within the immediate future. Of course, there are many reasons for this relative stability and it is not going to be my purpose to speak to you about the economics of employment. I do, however, remind you that we have witnessed a gradual decline in the length of the work week. Our rough estimate of the average work week for the 1850-1860 period runs about 70 hours. Even at the time of the Civil War the typical work week was probably about 68 hours and it was still 60 hours for the average American worker at the turn of the 20th century. Someone has estimated that if Americans today were working a 60 hour week as our 1900 forebears had done, that the percentage of Americans currently unemployed would probably be more nearly 27 per cent than four to five percent. We exercise various kinds of control over our national way of life and over our economy, including controls affecting labor force supply and demand ratios. Thus, while there is no dispute at all about the fact that a sophisticated technology is making obsolete many forms of work and changing numerous others, there is really no reason to believe that we can avoid confronting our youth with the importance of work and of planning for their vocational futures. Work remains for the foreseeable future a durable social institution and a problem that all Americans need to consider in planning their own lives.

What I wish to do this morning is to address myself to some of the problems and dilemmas which youth faces in America today as a consequence of some of the economic, social and technological changes which have been occurring so rapidly. Of course, these are problems and dilemmas not of youth alone but also of those who work with them on matters of career planning and guidance. So I propose to have us look at the problems of growing up in the contemporary world of work. Some of these problems center on the fact that the meanings of work have been changing, that the role of work in an age of affluence and man's and youth's relations to it take on new significance. To cite a specific example, when we attempt to deal with some of the problems of deprivation and grinding poverty by moving in the direction of improved and expanded social welfare programs and even it seems, toward the Guaranteed

Annual Wage for which some segments of organized labor have been pushing, we meet very real problems with respect to how youth sees himself as a potential worker and whether, in fact, he recognizes that he has any meaningful role at all and, if so, what he is to do about it. I have already said that work will endure. It is my judgment that work is so important in providing a sense of purpose to human existence that if, in fact, we could create machines to provide all the goods and services that man is willing to pay for, man in his ingenuity would invent other kinds of work to do. Yet, as I have said, the meanings of work have been changing, the social order itself has been changing, and some very real issues have been raised for youth. Let us see whether we can identify some of them.

In the first instance, social barriers increasingly wall youth off from early full time labor force participation. The principle restrictive mechanism is the growing demand for more education. But the related qualifications of age and previous work experience are also involved. The consequence has been that early and direct experience with work is today open to fewer youth in America. Because we are in a period of relative economic boom there are many part-time job opportunities for school youths at both the secondary level and college level, and this I freely concede. As a matter of fact, while I am not aware that reliable figures on this matter are available, it is my guess that we probably have a larger proportion of secondary school and college youth holding part-time employment today than at any time in our history. But with the exception of those who are enrolled in cooperative work-study programs in which their jobs are part of an overall educational plan and part of a vocational training experience, the vast majority of American young people who do hold part-time jobs view these encounters with work largely in terms of the economic return. Many of them have grown tired of scrounging spending money from their parents. They see their job as a way of establishing a kind of economic independence. Of course it does serve that function, but work is also exploration; work is a means to developing the self concept; work is a way of sharpening vocational motives; work is a means of economic and social tryout; work is a means of knowing what the adult experience may be like. It seems quite clear to me that the part-time work experiences of most young Americans do not really serve that particular function. So I return to my original statement that, because of the changes in our social order, American youth is probably more detached, more disassociated from full time work experience and its meaning and impact today than at any previous time.

You may look at it for a moment in terms of the age at which American youth has typically entered the labor force. When I stated a few moments ago that the labor force participation rate in the United States has not changed over 50 years, I was basing my claim on employment figures drawn from the decennial reports of the U.S. Bureau of the Census in 1910 and 1960. The remarkable thing about this finding is that the figures for both years were computed on the basis of age 14 as the basal age for entrance into the work force. Why age 14? Well, because at the turn of the century and in the years shortly beyond, when we were still largely an agrarian nation, it was customary for youngsters to begin their work experience on a full-time basis when they had attained the age of 13, 14, or 15. In order to make the 1960 occupational census report comparable to that of 1910, age 14 was once again used as the minimum age for labor force participation. Even so, as I have said, we find as high a proportion, and even a slightly higher proportion, of Americans today of labor force age so defined who are actually at work than we did in 1910. Now everyone knows that very few Americans begin full-time work experience at the age of 14 today. We have had a gradual rise in the age at which young people do go to work. We have told ourselves that the real reason for this is that the world is more complex and that one cannot qualify for employment and career advancement without more education. There is, of course, an element of truth in that assertion. But we should be utterly honest with ourselves and recognize that the delayed entrance of young people into the labor force is also partly a form of social control by which we attempt to deal with the labor supply and demand question. It is also true that while we extol the virtues of education and indeed we might, many of the educational requirements we set for youth result in experiences which have not, in all instances, been at all meaningful or helpful to the students themselves and this, too, has compounded their bewilderment and made it more difficult for them to come to know themselves and the nature of the world of which they are to become part as adults.

What is the age of entrance of a young American into the labor force today? We don't know for sure but we can make some educated guesses. The best estimate is very close to age 20. Of course, you all know youngsters who have left school at an earlier age and found work despite what is said about the difficulty of obtaining employment without a high school education. We know, of course, that unemployment rates among the early school leavers are from two to six times as high as the national average. For those early school leavers who are minority group members the percentage is more likely to be more nearly six times the unemployment rate as that of all Americans. None-the-less, many young people who drop out of school do get employment. In view of this fact that many youth are entering the world of work at the age of sixteen, and seventeen, one might be puzzled by the statement that the average age of job entrance in the United States is more nearly 19 or close to 20. The obvious answer is that, because of the heightening importance of formal education as a means of entry into more and more categories of work, we have growing proportions of American youth who remain in school through high school and beyond. Post-secondary programs of educational experience--college, junior college, business school, and the new type of area vocational-technical school--now account for significant numbers of young people in the eighteen-plus age group. Now, I do not intend here to make an argument in favor of the old practice of having youngsters enter the labor force at the age of 14. Obviously that is not my intent. What I am suggesting is that every time a society changes the established order of things, every time in a sense it "solves" a problem or improves matters, it runs the risk of generating other kinds of difficulties which have to be contended with. So by the very act of creating an age of affluence by which it is now possible to keep people in school longer and not have to press them into the economy, we cut them off from occupational experience and make it difficult for them to develop adequate vocational motives and roles. In previous generations, children were generally regarded as economic assets by their families. The classic example, of course, is the farmer who resists compulsory school laws because he says he needs his son to drive the tractor to help him with the harvest and with the spring planting. To the farmer it is very important that his son be able to work at a relatively early age and the sense of work is communicated to him. We have, by the way in which we have chosen to deal with youth in an age of abundance, walled them off from early full-time work experience. Thus, young people are growing up and moving through adolescence and into early adulthood without, in many instances, really knowing first hand what it is to hold a job. My distinct impressions are that the part-time work experience which many of them have is simply not serving the same developmental function.

Now some related points--increasing numbers of jobs in our present-day economy are either more intricate and complex than hitherto or they have become fragments of larger work operations. Moreover what the occupational sociologist refers to as "large scale-organizations"--vast companies with branches in many parts of the country, with inter-changeable manufacturing, with specialization of labor, and so on,--such large scale organizations having an inscrutability and impersonality not found in the small, intimate setting of work tend to account for increasing proportions of employees in the United States today. This may be a little deceiving because if one asks whether the sheer number of large-scale organizations is rising rapidly, the answer is no. Of all American firms and corporations, those fitting the description of large-scale organizations are a small proportion of the total. But if one asks about the proportion of workers they employ, that proportion is going up rapidly year by year. Now, the net effect of these trends has been to make the work of parents who are involved in such large outfits less visible to their children. There are fewer opportunities than formerly for children to witness parents first hand at work or to talk with them comprehendingly about their work, much less the opportunity to work alongside them, as in the case of the farm youth whom I mentioned before, or the son of a small shopkeeper.

I want to point out here something that may be fairly obvious to some of you but which I do think deserves highlighting. So many Americans get irked by adolescent youth, complaining that they don't know how good they have it, that they have so much freedom, that they have so many of the good things in life and yet want so much more, and that they seem to have contempt for adult society. In many ways, of course, they do have contempt for the adult society they perceive. It fits the nature of the adolescent experience to rebel in one way or another against the existing social order. As a matter of fact adolescence is psychologically viewed as a trial and testing period. It is in its Latin etymological origin a psychological No-man's-land. Adolescence comes from the Latin root meaning "to lead to maturity." It is a period in which the young person is no longer a child and yet not quite a man. And still, at the very time that the youth seems to have contempt for many of the values and practices of the adults in his experience, at the very time that he seems to be rejecting much that is part of the adult world, he is very much in the business of learning to become a member of the "fraternity" himself. He is working at the business of learning how to become an adult. Robert Havighurst has defined the chief developmental task of the adolescent as that of learning adult ways, and chief among these is learning how to become a worker in a task-oriented society. But how does an adolescent accomplish this? There is really only one way, and that is to emulate effective adults in his experience. To be sure, he has his peer group. There is no denying that he gets very important emotional support from his adolescent peer group. He can test out some of his ideas and his beliefs in this accepting group and many of his values in this period of transition obviously come from them. But the other adolescents in his life cannot really provide effective models for him of adults at work. These he must gain from the adults about him from effective occupational role models. And these have been harder and harder for the adolescent youth to come by, partly because in many instances he has freedom to be influenced by groups and individuals outside the family today, and partly because, as I have previously noted, he sees less of his parent as a worker. Consider, if you will, a family at dinner. If a family these days is lucky enough to sit down all together--for dinner --without the television on, and that's not likely, one might ask what they talk about. There was a time when the talk at the table typically centered around the activities of the day. Inevitably, much of the conversation focused on the activities of the parents especially the father, the breadwinner, the head of the economic unit. It's quite obvious that this is less true today. If the father talks about work at all, he is probably going to be complaining about the fact that he is not appreciated at work, or that his employer is making unfair demands on him or that he is not getting anywhere on the job.

We need systematic studies of the kinds of influences which parents bring to bear upon the developing occupational attitudes of youth by this kind of interaction. Since we don't have them, we can only guess. Yet it seems quite likely that the kind of vicarious learning about work which was part of a simpler society, and a less complex economic order, is not in the experience of the growing adolescent today. Thus, in the business of growing up and coming to maturity as a potential worker in a task-oriented society, despite the many advantages we think we have conferred upon youth, we have in many instances made it more difficult for him. He is denied early entrance into the occupational world. His part-time work experience is not very useful in bringing him to a better self-understanding unless we do something to show him how he can use this part-time work experience as a form of reality testing. Beyond that, he does not have presented to him effective occupational role models either in the home or on the outside.

His world is different from ours when we were adolescents. It must have been the play, "West Side Story," in which an adult is trying to reason with an adolescent and show him the error of his ways, and he makes that fatal error that adults commonly do by saying "When I was your age." The youngster interrupts him with the retort, "You never was my age." There's some validity in that denial. Chronologically, the adult was the youth's age at one time, but not in the same psychological world nor with the same experience. We have the problem of making it possible for youth today to explore the world in such a way that they can come to terms with themselves as potential adults and as potential workers. Counselors and guidance people need to know, above all others, that we haven't been doing this very well. If we were to state our mission very simply, it would be to help arrange the conditions of adolescent experience so that they might begin to learn what it is to move to responsible maturity in a task-oriented society.

This is not an easy task, considering the psychosocial climate in which contemporary youth finds itself. We have never had a perfect democracy in the United States. The colonists, despite their show of independence, brought and nourished many of the customs and beliefs that they had known in the old world. And, of course, education for many years, and to a significant degree today, has not been wholly democratized. Educational choices and vocational choices were not freely given to youth to make for themselves. Over the years, of course, and with our growing economic affluence, we have been able to broaden the base of individualism and to extend to young people privileges to which we think in a democracy they have a right. So, accompanying the growing complexity of the occupational world, and the rising divorcement of youth from work which I have already reported, has come the broadened freedom which is now available to youth for personal decision making including decisions about curriculum and vocational plans. The phenomenon of occupational inheritance is now a minor factor in occupational choice in America. By occupational inheritance I mean the practice or tendency of a young person to enter the family occupation. There was a time when that was the way things were commonly done. The concept of vocational guidance in certain societies doesn't make much sense because vocation was fixed by the social order and particularly by family tradition. I remind you here that in an earlier time Christian surnames did, in many instances, identify the family trade... Cooper, Baker, Smith, Carpenter, and so on. This is no longer the case. In a 1963 study of a thousand Chicago male subjects, Duncan and Hodge found only a 10 per cent incidence of sons who entered their father's professions. I believe we can argue with some confidence that many, if not most of that small ten per cent, represented examples of what the sociologists call forced occupational inheritance by which conditions of restricted opportunity and cultural deprivation ensnare the youth and make it difficult for him to avoid entering the parent's low status occupation. On one hand there is the kind of occupational inheritance in which the parents proudly and deliberately transmit to the youngster the skills, the attitudes, and the techniques of the family business or trade or profession, as for example a doctor or lawyer or business owner might do it. On the other hand you have the youngster who is trapped in a disadvantaged community. He cannot escape it and he enters his father's low status occupation by default. But whether it is the first or second type, the Duncan and Hodge study revealed that only one person in ten exhibited occupational inheritance.

To the majority of American youths we ask, "What are you going to do with your life?", "What do you have in mind?", "What are you thinking about"? It is here that the issue is joined. We have on the one hand broadened the freedom given over to youth for the making of personal plans for investing their lives educationally and vocationally. We allow them to make personal decisions of this sort to a far greater degree than ever before, although I freely admit that, for many Americans, this privilege still does not exist and we are in the business of trying to do something about them too. But for most individuals the freedom of choice has been extended at a time when it has become more difficult for the young person to have the experiences, to build the self-knowledge, and to obtain the orientation to the occupational world necessary for rational and informed decision making. This is basically the dilemma we face in vocational counseling.

I would like to tell you a little bit about some of the things that research has been revealing about this issue. There is a rather peculiar thing about the field of professional counseling and particularly vocational guidance, and while it is an historical footnote, I think it helps us understand why we are in the dilemma we are in today. Many of you will recall that vocational guidance did not originate within the field of vocational education directly or with the army psychologists who developed a successful testing program during World War I and who thus gave rise to an individual differences approach to personnel selection. Formal vocational guidance in America was an outcropping of social concern; it was part of the social reform movement of the latter part of the nineteenth century and the early years of the twentieth century. It was a time which brought large numbers of European immigrants to our shores. They entered the large cities mostly and needed to be assimilated into the culture and to find and hold jobs. At the same time, from within the country, there was a transmigration of rural youths into the industrialized urban centers. These, too, needed to be bound into the culture of the city. It was at that time that social reformers and the professional social workers began to establish settlement houses and to deal with the acculturation of these people, both those from other shores and those migrating from the rural areas. Among the things they tried to do was to prepare the newcomers for entrance into the labor force. Out of this activity emerged the early vocational guidance of the American settlement house of the 1900's, starting with Frank Parsons at the Vocations Bureau, a part of the Civic Service House in Boston. Now this was a noble experiment and we ought not to regret it. But what happened, in fact, was that organized vocational guidance was established before it had a solid research and empirical foundation. Not much was yet known about the psychology of youth. Very little was known about what they were like in terms of the development of their attitudes and motives, and their self understandings or about how to reach them, and to communicate with them through planned experiences, counseling, group guidance, and the like. So our predecessors were in the business in the early years of vocational guidance, of attempting to help people with very real problems but without having the equipment to do it. We are now correcting this. Counseling is coming closer to the behavioral and social sciences, and we are building the kind of firm foundations for professional vocational guidance which it has lacked over the years.

We now have need to use the knowledge that we have been developing about the aspirations and self concepts of youth, about how they form their self identities, where their attitudes about work come from, who influences their vocational choices and what methods and techniques of planning and decision making they use. All of these areas of knowledge form a basis for a more rational and more empirically centered vocational counseling of the future. One of the things that we are learning is that we begin with the vocational guidance of youth much too late. The work of those in vocational rehabilitation counseling and in public employment service counseling is of course very significant, but it could be better done if the program of education and counseling for youth were to be so designed that they begin to learn quite early that they live in a work-oriented society and need to develop some appreciation of it long before we begin to confront them with the questions of decision making and planning which we have typically delayed until the ninth or tenth grade. I am not saying, of course, that we should ask a first or second grade pupil what he wants to be when he grows up. When I say that we need to begin to educate youth with respect to the kind of world they live in and the ultimate adult obligation they will have toward it, I mean to say that we should work to infuse positive attitudes and appreciations of a remarkable society involving a tapestry of work performed by millions of nameless, faceless people who influence this youngster's life. This can be a dramatic story what we do not effectively tell school children. Man at work can be exciting. It is a message that can be communicated in different ways at each grade level and each age level and this we simply must learn to convey better. To summarize this point, research is indicating that attitude formation begins early, that the patterns of parental experience and child-rearing experience are extremely important in the kinds of attitudes developed toward self and in the kinds of mastery techniques and coping methods that youngsters work out. When we delay questions about educational and vocational planning until the age of 14, 15, or 16, we are simply not taking advantage of what we now know about how we can influence youth so they may move more properly toward the maturity that we expect them to exhibit later on.

I have tried to pose what I believe to be a fundamental problem. I want next to suggest what we must do. In order to do this I must again be critical for a moment and call your attention to certain kinds of limitations with which we have been dealing in attempting to meet the needs of youth in guidance and counseling over the past quarter century or so. To begin with we have not really been doing a very good job of vocational guidance with secondary school youth. As a matter of fact, not a great deal of genuine secondary school vocational counseling is taking place despite what you read. Slocum and Empy, rural sociologists who have been very much interested in how young people acquire their educational and vocational aspirations,-have performed some of their own surveys and reviewed others on this topic. When you ask young people the question, "Who influenced your choice of occupation?" (or major field of study), they rarely mention counselors, either in the schools or in the public employment service. Mary Wilson found the same thing in Great Britain. Kenneth Hoyt, immediate past president of the American Personnel and Guidance Association, has said publicly more than once that he is convinced that the secondary school counselor is not having a very great deal of influence upon the shaping of educational and vocational choices of young people. The reasons? There are probably several. First, despite the interest in training counselors (we now have at least 248 colleges and universities in the United States offering graduate training programs in counselor education) the national ratio is about 510 students at the secondary level for every counselor. It is not easy to do vocational counseling as effectively and as intensively as circumstances require under the handicap of such a ratio. But we cannot absolve the counselor simply by saying that he is overworked. Basically most secondary school counselors appear not to be deeply interested in doing vocational counseling. They do a great deal of academic advising in the guise of doing vocational counseling. If we are candid, we must say that school counselors, nearly all of whom have come from the teaching ranks, are refugees from the world of work out there beyond the groves of Academe. They really don't know what it's like or what the outside working world demands. Moreover, it is so much easier to talk to the student who is upwardly aspiring, who likes school, is competitively successful and does not mind talking to a counselor. This is not to imply that this successful student does not have questions concerning vocational planning; but often the youngster who does not know what he is going to school for and is not performing very well is confused and bewildered. He may soon be a dropout or may complete his secondary school education and not know what lies beyond it--this is the youngster who usually does not come to us voluntarily and we often fail to seek him out. When we do have a chance to see him we find it difficult to talk to him because his values and parlance are not the same as ours. We do not communicate very effectively nor do our school counselors know this student's potential occupational world as well as they should. We are now beginning to take steps in our counselor education program to see that some orientation to the real world of work is given to the counselor who is going to have to do vocational guidance with the non-college bound. We have reason to be hopeful. Our belief is growing that as counselors come into the schools in larger numbers, and they are becoming better trained, and as they are getting better work internship experiences, they are beginning to have more influence on student's vocational decisions and vocational planning. But we have a long way to go.

May I mention briefly some related problems. One of them is implicit in my previous remark. We have largely waited for our federal government to tell us that the deprived child and the disadvantaged child have some very special problems of educational and vocational planning. Counselors and guidance workers should have been in the forefront of the movement toward improving the status of the disadvantaged. We waited, however,until federal legislation made subsidies possible before we acted. This is hardly consistent with the ideal philosophy of counseling. We are, however, learning to deal with the problems of the disadvantaged in vocational guidance and there are some interesting experimental programs under way about which you are going to be hearing more. I said previously that one of cur limitations has been that we initiate school counseling too late. Elementary school guidance is still a fairly new idea. Not many universities have well established training programs at this level and we are still in the business of defining the role of the elementary school counselor, particularly where it relates to matters of career development. This,too, we are beginning to do something about. Finally, we have operated by a kind of naive belief that has gotten us into self-contradiction in counseling. Because we believe that work is important and because we feel, as Freud did, that work is one of man's chief links with reality, we have told ourselves and our students that all work can be self-actualizing, all work can be self-fulfilling. So youngsters come to us and it looks to us as if some of them are not going to make it to college and may have to go out and take a job at more modest competitive levels when they finish secondary school. So we speak to them about the trades and we tell them that such work is urgently needed and that it is well paid and society will respect and honor them for it, because all work has dignity and worth. When we say this to youth we are frequently being dishonest. Ideally, all work should have worth and dignity and society should bestow respect on all workers in legitimate trades. But in actuality, society does not. And so, when we try to persuade a young man to choose training as an auto mechanic because we all appreciate a good auto mechanic when we are fortunate enough to find one, and because people will respect him for it, he may look at us silently and think, "But you chose not to become one." He knows that we have rejected his field and, as some of the research on how children and adolescents develop their occupational attitudes is beginning to make clear, he learns that we do have, in a sense, a kind of occupational aristocracy. We replaced the European aristocracy of nobility and the landed genty with the aristocracy of employment. Young people assimilate their prejudices and attitudes about work from society and the plans and decisions they make are then significantly influenced by these attitudes. They develop them not so much by what they learn from their counselors since they form most of them long before their initial contacts with counselors but young people get their attitudes about work much the way they get their attitudes about sex. They acquire them from the prevailing culture. It is rather interesting that youngsters before grade four are not really able to think very meaningfully in terms of ranking occupations by some sort of stable standard. But beginning around the fourth or fifth grade, they are able to do this to some degree. Interestingly enough they do so on the basis of how important they think the occupation is to society, how much it contributes. By the time they become seventh and eighth graders they have shifted the valuing base for rating occupations. Now they begin to assess an occupation about the way their parents and their older siblings do, that is on the basis of where it gets you, where it will place you in the pecking order, how much social prestige it will bestow on you and what manner of life style it will allow. And so youngsters learn what the system is and how the game is played. When we in guidance, because we feel all legitimate work should be societally valued, ignore the foregoing facts, we fail to communicate effectively with youth. We may, in fact, confuse them and misguide them in the very process of trying to be helpful.

I suggest to you here that we face an extraordinarily difficult task in persuading society in general that all legitimate work has worth and dignity in an industrial democracy. But unless and until we do, we face the continuing prospect that when a youngster enters a field of work he has chosen mainly because he has the ability for it and it pays well, he may learn later that it is hard for him to hold his head up in self-respect because those about him demean and debase his work. I suggest no easy answer, no easy way out of this dilemma, except that we ought to be more honest with ourselves and our youngsters when we speak to them as we do so piously about the dignity of all labor.

We are in a time of ferment in counseling and vocational guidance, a ferment which reflects the changes that the nation is attempting to effect, to improve things for its citizens. What then is the new direction which we discern for counseling and the counselor? We are seeing more clearly that the counselor, in addition to the traditional dyadic relationship, the one-to-one encounter that he has with students, must also be a kind of arranger of the environment. While we value formal education, and we have every right to, we must be honest and recognize that we build into institutionalized education many unhygienic and restrictive experiences. For the disadvantaged youth or for the youth having trouble at home, or for the child with some kind of handicap, many of the expectations and demands of the school are not in the interest of optimum growth. Often these rigid school conditions close off the youngster from the kind of opprtunity for self-exploration that he needs. Now the counselor who, above all, has a strong commitment to the welfare of the individual--working closely with other professional agents in the school, the principal, and the teacher,--and outside the school, with the parent, with the public employment service, and with other community agencies, can begin to open doors that have been closed too long. I know that we are prone to overuse of the term "social change agent," but it is nonetheless true that this is what the counselor of the future must become. In part, he works in his office with youth, but in part he works as an agent of change and a social facilitator, a catalyst, an expediter. Basically what he wants is to be able to provide an opportunity for those experiences which are most supportive of the maturation of the child by which he can come to know himself better and to develop a responsible personal autonomy.

To return for a moment to adolescents caught in their own bewilderment, I want to paint the picture for you in this way. Many of them, particularly the disadvantaged child, the child who is not doing very well in school--view the world as a large, irrational, menacing environment. They see themselves as shuttlecocks in a high wind being buffeted about by forces over which they have no control. This is exactly the opposite state of that toward which good guidance aspires. Guidance attempts to let youth see that it is, after all, for all its inconsistencies, a rational world. You can intervene upon it, you can move things around a little, and you do, after all, have some control over your own destiny. Many American youth simply do not believe that. You ask them a question such as "What are you going to do this summer" or "What will you shoot for after you leave school?" A typical response is "I'm going to see which way the dice roll." And what in turn does that mean? It means "I'm a fatalist; I don't govern my own life--a society that I don't understand, which threatens me, governs it for me." The basic obligation of the school and, above all, the obligation of the counselor is to help the youngster see that it is at root core a rational world, that he does possess coping and mastery techniques, that he can intervene upon his own destiny, and in a flexible and informed way assume responsibility for the planning of his own life.

One way in which we are beginning to face up to this problem through the National Vocational Guidance Association, and through some state departments of education, through growing research, and through projects funded by the U.S. Office of Education, is by bringing general education, vocational education, and guidance services more closely together. As one example, there is currently an exciting large scale project, supported by the U.S. Office of Education, which involves 17 school systems, both large and small, and geographically widespread in which the attempt is being made to integrate into the comprehensive curriculum ideas of work, to relate all subject matter to vocation and to teach something about the nature of the educational and vocational planning experience. This program, known as Educational System for the 1970's (ES70), presently involves grades 9 through 12, although they hope later to extend this both down and up the entire grade range. Since the ES70 project is of recent origin and since each school system will implement the program in different ways, it cannot be described in detail here but will bear close watching.

What I am saying is that, finally, classroom instruction is being brought closer to the guidance experience. There are now many attempts, for example, to introduce units on vocational planning and vocational guidance directly into the formal curriculum itself. Since we are still on the threshold of this, I am not really prepared to tell you how well it is going to work. We only feel that this is the direction that we ought to go. We should provide this approach at all levels and with very close cooperation between counselors, other professionals, and parents. There is good cause to believe that such effort will redound to the advantage of the youth whose welfare,guidance and counseling we are obligated to serve.

HELP! HELP! I WANT A JOB

David Bechtel
Administrative Assistant
to the
Superintendent of Public Instruction
State of Iowa

1. Area schools will make an impact upon occupational decisions and opportunities in the future.

2. Area school role introduced to fill a void in the system of post-high school education in Iowa.

3. Area school system major concern related to continuing education.

4. Designed at a point-in-time when the individual wants education (retraining, continuing education).

5. If it works, it will make significant changes for the high schools. Vocational education at high school level will change.

6. Counselors cannot solve problems unless students can get the information necessary to making intelligent occupational choices.

    (a) Do students have a basis for making choices?

    (b) Where in schools do we give individual assistance in making occupational choice?

7. Will need to develop more practical arts education.

8. Area schools are a significant development in the educational structure of Iowa and will make an important contribution in occupational education.

HELP, HELP, I WANT A JOB

Cecil Reed
Commissioner
Iowa Employment Security Commission

"Help, Help, I Want a Job" is more than just a catchy theme for this panel--it's a cry for survival from thousands of would-be workers on the sidelines of our affluent society--looking on wistfully (and sometimes with violent resentment) as the rest of us play the game.

Those of us who are working like to joke about the "rat race" and complain about the burdens our jobs lay on our shoulders, but none of us would seriously consider trading places with one of the "involuntarily unemployed." In a free-enterprise, democratic society--a productive, satisfying job is the vital key to survival. Health (both physical and emotional), family life, community standing, economic stability, and, most important, self-esteem, are all significantly affected by our work--or lack of it.

WHY? Why, in the state of Iowa, with many areas complaining of acute manpower shortages (consider the 210 Welders and Pipefitters the Chemplex Company in Clinton is trying to recruit from Canada), why are there thousands of "visible" unemployed, actively--sometimes desperately seeking work, as well as the unknown number of "invisible" unemployed who have forsaken the search and given up to frustration? Example of labor shortage--Burlington Employment Security local office in monthly report of activities for September, 1967, says, "Manpower shortages continue to become more acute with little relief expected..... Extreme shortages will exist for semi-skilled male production workers and sales personnel over the next 60 to 90 day period." Acute manpower shortage? Definitely! Abundant job opportunities? Obviously. But wait, let's look at the supply side of the ledger in this same office. For September, openings were received for 369 workers in Burlington. Although more than 200 workers were placed on jobs during the month--there were still 273 openings unfilled at the end of September. Yet, at the same time, the active file (applicants registered at the office, seeking work, but not placed) contained 522 applications. Why this paradox? Why this gap between job opportunity and fulfillment of the desire for a job by applicants?

Why does the unemployment rate for youth--particularly for non-white youth--stay so persistently high (whites--twice as high as adult rate--non-white youth--twice as high as white)?

Again, going to Iowa Employment Security figures--the statewide active file count for September exceeded 21,000--yet, over 6,000 job openings were left unfilled--Why? Why can't we simply and easily match jobs and workers? Why do employers refuse to hire many applicants whom we refer and many more who come on their own?

In september, E.S. offices made over 13,000 referrals to achieve less than 7,000 placements. These referrals represented selection by trained interviewers, using proven selection techniques--including aptitude and proficiency tests, when applicable.

What do employers say when we ask them why they didn't hire? "Not qualified"; "Poor attitude--didn't really want to work"; "Terrible appearance--sloppy, looked like a beatnik"; etc., etc., etc. What kinds of jobs are available?--across the board--Farm Hand, Food Service, Sales, Metal Working, Technical and Professional (Nurses, Dental Assistants, Managers, etc.), Foundry Workers, Construction Crafts, Maids, Truck Drivers--you name it.

Why don't the people fit the jobs? Some are not sufficiently trained. Some lack even basic education. Some have mental and physical handicaps. Some have never become work-oriented. Some have poor appearance and extremely poor personal hygiene. Many are very poorly motivated. Some fear tests. Some fear interviews. Some fear anything resembling authority figures. Some are alcoholics. Some have police records. Some want "Cadillac" jobs, but have "Model T" qualifications.

What is the Iowa Employment Security Commission trying to do about it? Most importantly, we have launched the Human Resources Development concept (nicknamed HRD or "herd") in all of our offices. This means simply a re-emphasis, and significant intensification of efforts to assist those applicants who, for one reason or another, are being rejected by employers.

This concept has four equally important components:

(1) Outreach--identify those needing help and attempt to put them in contact with the appropriate service-providing group.

(2) Job Market Information--information on job opportunities locally, statewide, regionally, and nationally. Opportunities today--and predictions for tomorrow. Also, descriptions of the characteristics and problems of the jobseekers.

(3) Employability--helping the "unemployables" and "misfits" develop themselves to the point where they can compete. How?--through counseling, basic education, vocational training programs, health services, rehabilitation, work orientation, assistance with legal and financial problems, etc.--capitalizing on every available community resource.

(4) Job Development and Placement--answering the frustrated jobseeker's cry for help often requires more than just matching an employer's job order with an available applicant. Usually, no opening exists which is exactly suitable--even after employability has been accomplished--because "miracles" are infrequent. Thus, specially trained Employment Security personnel contact employers, explain the situation, and assist receptive employers to fit the "re-conditioned" applicant into their work setting by re-structuring jobs; re-designing the work flow; and most importantly, providing more supervision, more on-the-job training, more orientation, more understanding, and less "destructive" criticism than they would with an"average" new employee.

How successful have we been? During September, over 1,000 new HRD applicants were identified by our offices. The majority came in on their own, while our outreach activities, and referrals from community agencies accounted for about 200. Four hundred and sixty-four of these "help seeking" applicants were placed--50 of them through job development. E.S. personnel arranged 200 applicant-employer interviews (resulting from job development contacts) and made over 350 follow-up contacts with employers and applicants.

Impressive?--Not really--just a "drop in the bucket" when you consider the magnitude of the problem.

WHAT IS COUNSELING'S ROLE?

Most essential--the vital cog. Counseling can help the job seekers, the problem students, the drop-outs and potential drop-outs, the "disadvantaged," and other individuals with employment-related problems by helping them know themselves--understand their strength and weaknesses, change their behavior and attitude, learn what employers are requiring and what they lack, and determine to make the necessary changes and acquire the training and preparation needed to realize their potential.

PROBLEMS

So far, we've just dented the surface. How can counseling be improved to make it more realistic and pertinent? How can we best assess the potentialities of the jobseekers to determine their needs and explore job and training opportunities? How early should work orientation and possible career exploration be introduced into the school system--9th grade?--earlier? How should such matters be incorporated into school activities (in the curriculum--special programs, etc.)? Should changes be made in school curricula to enrich junior high and high school education to the point where the non-college bound student is much more work-ready than today's graduates and drop-outs? Where do area vocational schools fit in? These are some of the questions--I'd appreciate your comments and opinions.

HELP! HELP! I WANT A JOB

John Ropes
Director
Office of Economic Opportunity

(1) Not a line agency.

(2) Emphasis on experimental and demonstration programs.

(3) New and exciting non-formal opportunities for:

   (a) Neighborhood Youth Corps Programs--use to help students develop a program for occupational development.

   (b) Community Improvement Corporation--private sector sponsoring programs of public works through private funds (Demonstration Program).

   (c) Use of apprenticeships--opportunities for apprentices and skilled trades.

   (d) Merit Employment Program for state employees (14,000 employees)--career opportunities seeking funds for model program development-screen people in and not out.

   (e) Mobile Manpower Information Center--available for schools throughout state (1,500 people reached in July and August in rural Iowa).

   (f) Governor's Dropout Program--cards from counselors with reference to 2,500--70% found their way back to Employment Service Offices.

   (g) Pre-retirement Center.

HELP, HELP, I WANT A JOB

Thomas C. Benedict
Assistant Director for Field Service Unit
Division of Rehabilitation Education and Service
State Department of Public Instruction

The most difficult part of any assignment is typically the selection of a direction from which to approach the topic. This panel has been a dandy! "Help! Help! I Want a Job." Not many clues there. Eventually, I took my direction from the composition of the panel. I notice that each of us has a different affiliation; perhaps a different interest, and certainly a different emphasis in our programming for disadvantaged persons. The specific focus on the individual by my own organization may well account for my having less familiarity with the intricacies and vagaries of the labor market than have my co-panelists. In spite of our differences, however, we are all concerned with people in a world of work and with the factors which influence employment. Voltaire once said, "Not to be employed and not to exist are one and the same with regard to man" and perhaps no society in history has ascribed greater value to work than has our own United States citizenry. Nowhere is man more measured by whether he works or by the type of work he performs: and witness our War on Poverty and our militant concern over the escalating welfare roles when a gross national product of 850 billion dollars is predicted for 1968.

Beginning with the industrial revolution in the middle 1800's, we have been involved in a constant and continuing struggle to compensate for and to cope with the displacement of man as a source of energy for production. Some authors have referred to the introduction of computers as a second Industrial Revolution. I do not believe this to be the case. Displacement may be accelerated somewhat and our anxieties heightened, but I see our present state as no more than an additional phase in the continuing evolution of our industrial process.

The cotton gin, the internal combustion engine, (which incidentally, is not uncommonly thought to be obsolete--though it's certainly not outmoded--because we're not prepared to deal with the displacement it would cause), the development of the production line and work simplification tools are all aspects of the evolution with which you are familiar and all have influenced the makeup and character of our work force. In 1940, for example, one worker in six was employed in agriculture; by 1960, it was one in twelve, today the ratio is even less. There is greater efficiency in production, fewer people can produce more, machines are pre-cycled, pre-programmed and automatic. They can perform standardized tasks with a minimum of human intervention or control. Missiles can be traced as a result of instant information retrieval made possible by the digital computer and closer to home your telephone calls may be routed automatically by an electronic system. In many industries, automation and cybernetics permit machine performance of activity once performed by man. Most susceptible to automation and subsequent elimination are, of course, the routine and standardized jobs. Those jobs are typically held by the least qualified or poorest educated and perhaps by those who are socially disadvantaged or physically handicapped. It is these persons who immediately feel the effect of displacement.

In spite of this, there is increasing evidence that employment has actually increased where automation has taken place and the greatest rate of growth in employment in recent years has been among the negroes and the unskilled. Obviously, something is happening--to compensate or counterbalance displacement. Our society is perhaps as adaptive as it is productive. Alan Boyd, Secretary of Transportation, provided some insight on this in a September issue of Time magazine when he said, "We have hardly begun to sound the depths of the human implications of our transport decisions". The implication is, of course, that study is being given to those human implications. If we look at the field of transportation, we see a very interesting pattern, and again I quote from the Time article "Automobiles and trucks are largely privately owned but the highways and streets are publicly maintained. All barges and towboats are privately owned, but the canals and rivers are kept navigable by the Corps of Engineers. All U.S. airlines are competing, private enterprises, but major airports are publicly maintained and the air routes are assigned by a federal agency. Ocean going vessels other than military, are largely privately owned but the great harbors and ports are a public investment and the Coast Guard maintains maritime law on safety. All of this of course, suggests that movement and mobility are seen as such important facets of American life that both public and private capital are willingly invested on public policy grounds.

James Guthrie and James Kelley concerned with compensatory education, wrote in the October, 1965 Phi Delta Kappa magazine as follows: "Compensatory education is a major issue, not because of an increased incidence of poverty or racial discrimination and not because schools have been inactive in recognizing responsibility to low achieving pupils from poor neighborhoods; rather, it is a problem because predominant values in American society are changing. Conditions of relative poverty and discrimination which were tolerated in an era of social Darwinism of the 19th century and the first quarter of the 20th century are regarded by a growing proportion of Americans as unacceptable and a legitimate object for corrective action by government. The values which determine attitudes towards poverty have changed." It strikes me that the important decision which has been made by the people of this country is that every one of our citizens is to be included in American economic and social life and our attention is being focused on those groups most vulnerable to changes in the labor market; youth, the aged, minority groups, the deprived, the disadvantaged and the deficient. Money for training and education and other social services is being made available through a variety of sources. This panel represents four such sources. The government's partnership and its concern for human welfare is no longer silent. Those firms which receive government contracts, those industries which utilize public facilities, will be challenged to demonstrate their commitment to this new public policy. They will be required to bring their employment practices in line with it and no longer hire simply on the basis of job demands or pre-conceived ideas of what is the "best available". It will be necessary for them to provide training on the job as well as to support public innovations such as our area schools.

One of the signs which confirm the seriousness of this social movement has been the reorganization of H.E.W. The Department of Welfare has been broken up--done away with--and its duties distributed among five administrations or bureaus. Most significant is the separation of the grant program from the service program. It is anticipated that the former will take on the characteristics of a social insurance program, similar perhaps to that of social security. While the latter should become a major tool in the development of human resources, of equal significance to those of us in rehabilitation is a broadening of our perspective and mission to include social as well as vocational rehabilitation under the Rehabilitation Services Administration. The precise implications of this in terms of the character of services are as yet unknown; however, somethings are clear. The Secretary insists on finding a way for programs to relate to each other. He is intent on eliminating any parallel duplicating functions and he is committed to decentralizing functions to the regional offices wherever possible in order to improve the speed and efficiency with which federal resources can be exercised. In Cleveland earlier this month, he flailed "professional rigidity" and described the modalities of rehabilitation as the element around which service programs of H.E.W. will be polarized. Those modalities are, essentially, education, training, medical restoration, reactivation and socialization. It is within this framework that the division of rehabilitation education and services will respond to the call, "Help! Help! I Want a Job."

HOW THE EMPLOYMENT PICTURE LOOKS TO ME IN 1975

Jerald R. Barnard
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University of Iowa, Iowa City, Iowa

Since I have been involved in studying state economic growth and making projections of future economic activity and employment, I would like to point out how the employment picture in Iowa looks to me.

First, I would like to quickly review the population and employment growth picture in Iowa over the period 1950-1965.[1] Iowa's population has grown at a relatively slow rate during the past fifteen years. In 1965, Iowa's estimated population reached 2,760,000, an increase of only 139,000 over the 1950 estimate of 2,621,000. Iowa's population growth of only 0.3 percent per year has lagged behind that of the Plains Region and the United States, where the annual rates of growth in population were 0.8 and 1.7 percent, respectively. Iowa's slow population growth is the result of a high rate of out-migration. From 1950 to 1965 estimated net out-migration was 387,000. Iowa's large agricultural component, with a rapidly rising output per worker, releases about 6,900 workers each year from the agricultural sector. Out-migration has facilitated agricultural adjustment and increased earnings per capita in the state. Nevertheless, if Iowa industry and business expansion had been greater over the past decade, fewer Iowan's would have left the state to seek employment.

The forces of demand for the output of the state's industries and the forces of technological change are the essential factors determining the rate of growth of employment within a region. If the rate of growth in demand for the output of a particular industry is greater than the rate of increase in productivity per worker, then employment will increase. On the other hand, if the rate of increase in productivity per worker in a particular sector is greater than the rate of increase in demand, employment will decline in that sector. The interaction of the forces of demand and technology in the state's basic agricultural industry were the essential determinants of Iowa's employment growth for the 1950-1965 period. Total employment in Iowa increased from an estimated 1950 level of 1,011,900 to 1,085,000 in 1965--an average annual rate of growth of only 0.5 percent. From 1950 to 1965, nonagricultural employment increased by 176,800 workers; however, a decline in agricultural employment of 103,700 workers offset 59 percent of the growth in nonagricultural employment, leaving a net increase of only 73,100 workers for the fifteen year period. Of the 73,100 worker increase over the 1950-1965 period, 80 percent of the growth has occurred since 1962, indicating an increased rate of growth in employment opportunities in the state in recent years.

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[1] Jerald R. Barnard, Economic and Statistical Review of Iowa, 1950-1965, Bureau of Business and Economic Research, College of Business Administration, the University of Iowa, Iowa City, Iowa, 1967.

In 1950, 27.8 percent of Iowa's workers were employed in agriculture with nonagricultural employment making up the remaining 72.2 percent. The sharp decline in agricultural employment resulted in agricultural employment declining to only 16.4 percent of total employment. Because agricultural productivity per worker is rising more rapidly than demand for output Iowa agricultural employment declined. As in agriculture, the forces of technological change and demand shape the growth and employment prospects of the manufacturing and service industries. Unlike agriculture, however, demand is increasing faster than is productivity in most of these industries. In the case of manufacturing, demand for the output of Iowa industries is increasing faster than productivity; hence, employment is growing. In the service industries, productivity is lower than in manufacturing, but demand is increasing faster. Thus, the service industries offer the major source of new job opportunities for the labor force.

Our projections of future levels of employment in the state indicate total employment will grow to approximately 1,155,000 by 1975. This means we can expect an increase of around 40,000 to 60,000 new jobs in the state between now and 1975.

In terms of future job availability, in Iowa, the projections indicate that although the rate of increase in the number of jobs available is increasing over the past decade and a half, Iowan's will continue to leave the state to find employment. Although many of our young graduates (high school, vocational and college) will leave the state to find employment, we cannot afford to slight them in their education and vocational guidance. Indeed, if they are to compete effectively in the national labor market they must be well-educated and trained.

Associated with the rapid changes in employment among sectors of the Iowa economy are also rapid changes in the occupational structure of the labor force. The rapidly increasing rate of technology in our economy demands more highly skilled and educated personnel and far more people trained for the trade and service industries. Thus, the trend is toward the need for people in the following occupations: professional, technical and related, clerical and related, sales workers, craftsmen, foremen and related, operatives and related, and service workers. On the other hand, there will be an absolute decline in the number of farmers and laborers.

I would like to stress the importance of keeping youth in school and guiding them from high school into an appropriate program for continuing their education or training at a college, university, or vocational technical school. With the rapid shifts in the demand for workers among sectors and for the various skills and occupational groups, the importance of a "good basic education" cannot be emphasized enough. What I mean by a good education is a program that has stressed learning and initiative. A person who has acquired a good basic education is much better equipped to adjust to technological changes in job requirements and occupational skills that are occurring so rapidly today.

Finally, I think it is important in counseling students choosing a career to be able to translate the career as accurately as possible into what it might offer them both in terms of monetary rewards and as a way of life. One of the arguments you may be confronted with is that they can see no monetary advantage from a college education or vocational course. Students can often point out examples of acquaintances that are making as much as the new college graduate. It is important that they be made to realize that the person who has done well for himself without formal education is the exception. Indeed, he is the rare exception because if he has succeeded, he has done so in most cases by educating himself.

"COUNSELING IN A WORLD OF WORK"

Chan Smith, Counselor
Technical High School
Des Moines, Iowa

Technical High School is unique in its offerings to the high school youth of this community. In addition to a full academic program, Tech offers twenty-eight technical and vocational areas of study. These are known as core areas. The curriculum offers a wide variety of subjects so that a student in any core area may plan a program that will permit him to enter the college of his choice or be prepared to enter the world of work as an employable individual. On-the-job training under the supervision of a coordinator is available for senior students if they want work experience in their chosen field.

Prior to coming to Technical High School all eighth grade students are brought to the school for a guided tour of the training areas. Open House nights are also held for parents of potential Tech students so they might be better informed of the school and its program. Plans call for one Tech counselor to work with two junior high schools to assist in continued information-giving, selection of core areas, and academic subject choice. It is hoped that this procedure in the junior high orientation for senior high will bring forth a realistic and wise choice of a senior high school and especially for those students planning to attend Tech with its unique program.

The first semester in this school is primarily an orientation program providing the student with information and experiences of a general nature in his interest area. After about two and one-half months of orientation work the student is expected to make a choice of a specific core area. Teachers of the orientation courses, counselors, and heads of departments work as a team in helping the student with his choice. Parental consent must be given in writing. In most cases an alternate area is suggested.

Counseling sessions center around the student's progress in the area of his choice, including required academic courses, and his attitudes in regard to the disciplines involved. Referrals are frequently made by instructors, departmental chairmen, and coordinators. Followups are, of course, very necessary and frequent.

Group guidance activities center around such subjects as: good grooming, dress, how to apply for a job, college applications, apprenticeship programs, military service, and audio-visual aids and speakers from Iowa Employment Service, business, and industry regarding the job market.

Counseling sessions with college bound students vary primarily with the choice of school and how it will relate to future plans.

The dedicated purpose of the Counseling Center personnel is to be of help in making a realistic choice of an area of training comparable to his interest and ability and to encourage the student to reach a degree of maturity most useful to him as an individual.

Summary of Panel Presentation

"COUNSELING IN A WORLD OF WORK"

Clella F. Estes
Counseling Supervisor
Iowa Employment Security Commission
Des Moines, Iowa

Discussion of Group Process

I plan to briefly cover some of the areas of "group process", and to share with you some of the experiences the employment service has had in working with groups.

Group process, as discussed in this presentation, refers to a dynamic interpersonal process through which individuals in the normal range of adjustment, work within a peer group, and with a professionally trained counselor, exploring problems and feelings, in an effort to modify their behavior so that they are better able to cope with developmental problems. This process is ongoing in that the learned behavior extends to the experiential world. Group process deals largely with the "here and now", learning to accept one another, oneself, and reality. An individual has an opportunity to test his behavior in "slow motion" within the group.

Group process is both an art and a science. It is a science because it has a body of knowledge, a value base, and a set of principles. It is an art because we all proceed a little differently.

In practice, group process is on a continuum. At one end is group guidance, and at the other end is group therapy. Group counseling falls in the middle of the range. There is a gray area between guidance and counseling--and between counseling and therapy.

Many of the elements of client-counselor relationship are essentially the same in both individual and group process. However, the counselor's task is more complicated in group process. Group process can provide some advantages which are not possible in individual counseling.

Group Process in the Employment Service

The employment service has used group process in various decision-making situations to improve the employability of individuals. The sessions have involved school and college dropouts, Neighborhood Youth Corps trainees, Job Corps enrollees, Upward Bound students, Correctional Training Parolees, female high school graduates, MDTA trainees and older worker groups.

Themes have centered around such problems as "getting along with others", "career decisions", "job interviews", "mobility", and "training".

"COUNSELING IN A WORLD OF WORK"

George N. Lawry
Occupational Analysis Supervisor
Iowa Employment Security Commission
Des Moines, Iowa

My relationship with counseling is as a contributor, not a direct participant. I'm engaged in occupational research--with the primary objective developing meaningful, current, usable occupational information.

I believe that authentic, localized occupational information is essential to realistic vocational counseling. Under the Vocational Education Act of 1963, the Employment Service was mandated to provide pertinent occupational information to schools for use in guidance and to evaluate, modify, and plan curricula. However, regardless of how dramatically occupational information is developed; it requires a skilled counselor to breathe life into it and make it applicable to the counselee's particular needs and abilities.

Some of the occupational information materials which we've developed include: A continuing series of "field-of-work" Job Guides, covering 4 career fields to date: Careers in Food

Services, *Health Services Careers*, *Apparel and Furnishing Careers*, and *Selected Construction Crafts*. For each of the series a booklet is prepared for the counselor which discusses the entire field of work in a narrative preface (including the effects of automation and predicted trends) and includes individual job descriptions for the jobs covered by the Guide. Additional copies of each individual *Job Guide* are furnished to counselors to be used as handouts to counselees, who may wish to discuss possible job choices with their parents or friends. We send each of our local Employment Service offices a sufficient supply of these materials to enable subsequent distribution to all school counselors in the office's administrative area. Other occupational information publications we've produced include: *Guide to Service Occupations in Iowa* and *Licensed Occupations in Iowa*.

One of the major objectives of counseling is to provide a smoother transition from school to work. Occupational information is a valuable tool in providing this smoother transition into the work force--for students in school *and* for other workforce entrants and re-entrants. For example, we're working closely with correctional officials to help them make vocational training and the industries work experience more realistic according to current job market conditions, and to *help* inmates learn to capitalize on the occupational skills they've attained while in prison.

To sum it up--let's achieve as strong communication channels as possible; so that you can inform us of your particular occupational information needs, and we can try our best to develop the needed data.

APPENDIXES

APPENDIX A

DRAKE UNIVERSITY

CENTER FOR CONTINUING EDUCATION

PRESENTS

A WORKSHOP FOR COUNSELORS AND GUIDANCE WORKERS

ON

OCCUPATIONAL OPPORTUNITIES IN IOWA

Friday, October 27, 1967

9:00- 9:30 a.m.	Registration
9:30- 9:45	Greetings: Dean Clarence H. Thompson, University College, Drake University
9:45-10:45	Address: "Counselor's Role in Vocational Decision-Making" Dr. Henry Isaksen-Professor of Education, Florida State University Past President, American School Counselors Association
10:45-11:00	Coffee Break
11:00-12:15	Panel Presentation: "Help! Help! I Want A Job" David Bechtel-Administrative Assistant to the State Superintendent of Public Instruction Cecil Reed-Commissioner, Iowa Employment Security Commission John Ropes-Director, Office of Economic Opportunity Thomas C. Benedict-Ass't Director for Field Service Unit Division of Rehabilitation Education and Service, State Department of Public Instruction Moderator: Dr. Alfred Schwartz, Dean of the College of Education, Drake University
12:30- 1:30 p.m.	Luncheon
1:45- 3:30	Panel Presentation: "How the Employment Picture Looks to Me in 1975" Ted Wheat-Personnel Dept., Massey-Ferguson Co. Don Trow-Personnel Dept. Iowa Power and Light Co.

Jerald Barnard-Associate Professor in Economics, University of Iowa
Moderator: Dr. George S. Lair, Associate Professor of Education, Drake University

3:30- 4:00 Coffee, Discussion and Adjournment
6:30 Banquet
Address: "Counselor's Role in Manpower"
Roland G. Ross, Deputy Associate Director of Office of Manpower Planning, Evaluation and Research, Dept. of Labor, Washington, D.C.

Saturday, October 28, 1967

9:00-10:00 a.m. Address: "Man in a World of Work"
Dr. Henry Borow, Professor of Psychological Studies and Counselor Education, University of Minnesota, President of National Vocational Guidance Association
10:00-10:20 Coffee Break
10:20-12:00 Panel Presentation: "Counseling In a World of Work"
Chandos Smith-Counselor, Des Moines Technical High School
Clella Estes-Iowa State Employment Service
James Athen-Vocational Guidance Supervisor,
Iowa State Dept. of Public Instruction
George Lawry-Iowa State Employment Service
Moderator: Dr. Stuart C. Tiedeman-Professor of Education, Drake University
12:15- 1:15 p.m. Luncheon
1:30- 3:30 Panel Presentation: "Thoughts on Employment in Iowa Industry:
W. W. (Bill) Cecil-Employment Manager, Collins Radio, Cedar Rapids, Iowa
Robert G. Koons-Director of Personnel, Chemplex Company, Clinton, Iowa
Adam Nashleanas-Commercial Manager, Iowa Public Service Co., Sioux City, Iowa
Roland G. Ross-Deputy Associate Director of Office of Manpower Planning, Evaluation and Research, Dept. of Labor, Washington, D.C.
Moderator: Jack Shelley-Professor of Journalism, Iowa State University
3:30 Adjournment

APPENDIX B

OBJECTIVES . . .

To provide employment counselors, personnel specialists and guidance workers with additional knowledge of the employment trends in the State of Iowa.

To assist guidance and personnel workers in learning new and special techniques and skills in counseling youth entering the markets for employment.

To provide guidance workers with specific knowledge concerning the needs for employees in the various fields of work available in Iowa.

To provide information concerning the social, economic and industrial forces at work which will determine the future of Iowa and its citizens.

To provide opportunities for greater communication between occupational specialist, university guidance personnel and guidance and personnel workers.

APPENDIX C

ROSTER OF ATTENDEES

James Andersen, Algona Community School District
Ione Baal, Des Moines Public Schools
Don Bergman, Washington High School, Cedar Rapids
Kathleen Bilbrey, Des Moines Public Schools
Larry Boyer, Nesco Community High School, Zearing
Miles Browne, Des Moines Public Schools
Harold Casady, Des Moines Public Schools
Rev. Robert J. Chamberlain, Dowling High School, Des Moines
Andrew C. Christenson, Anderson Chemical Co., Des Moines
Carole Cormier, Perry, Iowa
Joseph V. Critelli, North Iowa Area Community College, Ft. Dodge
Mrs. Ethyle Cummins, Des Moines Public Schools
Larry R. Daniels, East Greene High School, Grand Junction
Roger Evans, Southeast Polk Community School, Runnells
Glenn E. Fear, Tipton Community School
Roy D. Forgy, Iowa Vocational Technical School, Ottumwa
Virgil Fox, Des Moines Public Schools
Dr. Robert L. Frank, University of Northern Iowa, Cedar Falls
Mrs. Richard E. Gage, Des Moines
Richard A. Giles, Sac Community Junior-Senior High, Sac City
Helen Gitlin, Des Moines Public Schools
Maury Hansen, Des Moines Public Schools
Howard Harmon, West Liberty Community Schools
Calvin Hershner, Area X Community College, Cedar Rapids
Merle Houser, High School, Centerville
Jewell B. Jacobson, Community High School, Lamoni
Don Job, High School, Oskaloosa
Nell E. Keigan, Junior High School, Webster City
Frank Kutchen, Des Moines Public Schools
Dr. George Lair, Drake University, Des Moines
Calvin Lee, High School, Centerville
Donald D. Libby, Dallas Community High School, Dallas Center
William Lippincott, Saydel High School, Des Moines
Charles F. Magruder, Iowa Central Community College, Ft. Dodge
Helen R. Martin, High School, Pleasant Valley
Dorothy J. McCabe, Community Schools, Knoxville
Ann McDonough, Saydel High School, Des Moines
Trefor Munch, Des Moines Public Schools
Mike Munday, Des Moines

Del Nett, High School, Winterset
Raymond Nichols, High School, Cedar Falls
Harold Olson, Des Moines Public Schools
Helen L. O'Neill, V. A. Hospital, Des Moines
Donald C. Palmer, Iowa Vocational Technical School, Ottumwa
Arlin Patrick, Community Schools, Sibley
Harry Peterson, Des Moines Public Schools
Paul Poehlein, Des Moines Public Schools
Larry C. Quick, South Hamilton Community, Jewell
Glenn Rannells, Community Schools, Baxter
Lyle Reeves, Des Moines Public Schools
Verne A. Robinson, Community Schools, Nevada
Rey Satory, Community High School, LeMars
Donald Severson, Community School, Madrid
Wray D. Silvey, University of Northern Iowa, Cedar Falls
Kenneth M. Smith, Community School District, Guthrie Center
Robert Spidle, College Community School, Cedar Rapids
Gordon O. Stokke, Community School, Clearfield
Gerald A. Stroud, Southwestern Community College, Creston
Vivian Tate, Mason City Public Schools
Florante P. Tangonan, Des Moines Public Schools
Thomas W. Textor, Personnel Inc., Des Moines
Floyd Thies, Community School District, Algona
Ronald W. Thomsen, Fremont-Mills Community School, Tabor
David C. Tuttle, Veterans Administration, Des Moines
Bette Tyler, Des Moines Public Schools
Cliff Vande Wall, Community School, Eddyville
Mary Veline, Community High School, Osage
Brian Wadsworth, Bondurant-Farrar Schools, Bondurant
Mary Wannamaker, Junior High School, Urbandale
Dorothy Wehrle, Des Moines Public Schools
Irene M. Whelan, Glidden-Ralston Schools , Glidden
Walter Wilson, Des Moines Public Schools
Mrs. C. W. Woodbury
Wilbur Yount, Des Moines Public Schools
John Young, Des Moines Public Schools
Victor Zanona, Colfax and Prairie City Community Schools